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ABSTRACT

"Planning Your Partnership," a statewide teleconference presented by the California Academic Partnership Program (CAPP), is described and evaluated in this report. Teleconference objectives included the solicitation of high-quality proposals for CAPP grants, increased information dissemination, and expanded experience with teleconference techniques. Contents include information on transmission and reception planning, conducting the conference, followup activities, participant evaluation, response to the call for proposals, and cost effectiveness. Results include an increase in the number of reception sites and participants, acquisition of high-quality proposals, and an increase in the number of proposals from new audiences. Cost analysis indicates a shift in costs from participants to CAPP, which reduced participant costs significantly. Nineteen appendices contain samples of contracts, correspondence, the participant evaluation form, and evaluation responses. Thirteen tables and eight figures are included. (LMI)

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Report on
Planning Your Partnership
A Statewide Teleconference
presented by the
California Academic Partnership Program
February 23, 1989

Report by

Thomas J. Karwin
Teleconference Coordinator

for the
Advisory Committee
California Academic Partnership Program

July, 1989

EA 022 507

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California Academic Partnership Program (1989). *Partnership Resource Guide, 1989* Long Beach: The California State University.

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Galligani, Dennis J. (1987). *Effective Relationships for School/College Partnerships: A Qualitative Evaluation of the Curriculum Enhancement Projects participating in the California Academic Partnership Program, 1984–87.* Long Beach, California: The California State University, California Academic Partnership Program.

Appendices

A. Teleconference Task Analysis

B. Contract: Thomas Karwin, Telecommunication Consultant

C. Contract: University Media Services/The Hornet Foundation
California State University, Sacramento

D. Contract: Social Sciences Media Laboratory, University
of California, Santa Cruz

E. CAPP Teleconference Program Rundown

F. Final Script: *Planning Your Partnership* Teleconference

G.Invitation to Prospective Reception Sites
(Hancock to CSU Sacramento's Mailing List, 12/14/88)

H. Teleconference Brochure
(CAPP to Address List, 1/20/89)

I. Confirmation letter to Teleconference Reception Sites
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J. Announcement of Intent to Release a Request for Proposals
for the California Academic Partnership Program's
Third Funding Cycle (Hancock to Address List, 12/12/88)

K. Call for Planning Grant Proposals
(Hancock to Address List, 1/20/89)

L. Registered Reception Sites for *Planning Your Partnership* Teleconference

M. Form: Participants' Evaluation

N. Edit Cue Sheet

O. Letter: Karwin to Editor, *Phi Delta Kappan* (May 11, 1989)

P. Letter: Editor, *Phi Delta Kappan* to Karwin (5/31/89)

Q. Article on *Planning Your Teleconference*, for *Phi Delta Kappan*

R. Letters:
- Karwin to Video Insert Editor Jon Silver, 3/6/89
- Ost to Teleconference Panelists, 3/8/89
- Karwin to Teleconference Reception Sites, 3/10/89
- Hancock to CSU Chancellor Reynolds, 6/10/89
- Hancock to Assemblywoman Hughes, 6/10/89

S. Respondents' Responses to Open-Ended Questions

Copies of this report, and the related materials listed below, are available from
The California Academic Partnership Program
Office of the Chancellor, The California State University
400 Golden Shore, Suite 132, Long Beach, California, 90802-4275
(213) 590-5379

Planning Your Partnership Teleconference (videocassette, 2:12:40)
Planning Your Partnershipp–Edited Teleconference (videocassette, 54:31)
Partnership Resource Guide, 1989
Galligani, D.J. (1988). *Effective Relationships for School/College Partnerships* (see References).

Report and Evaluation of the *Planning Your Partnership* Teleconference

Educators are using video teleconferencing by satellite and cable for several purposes, including development of staff, presentation of current issues, and instruction of students. "Videoconferencing," as it is often called, can help the education community to expand its access to informational resources while minimizing the costs of travel and impacts on staff time.

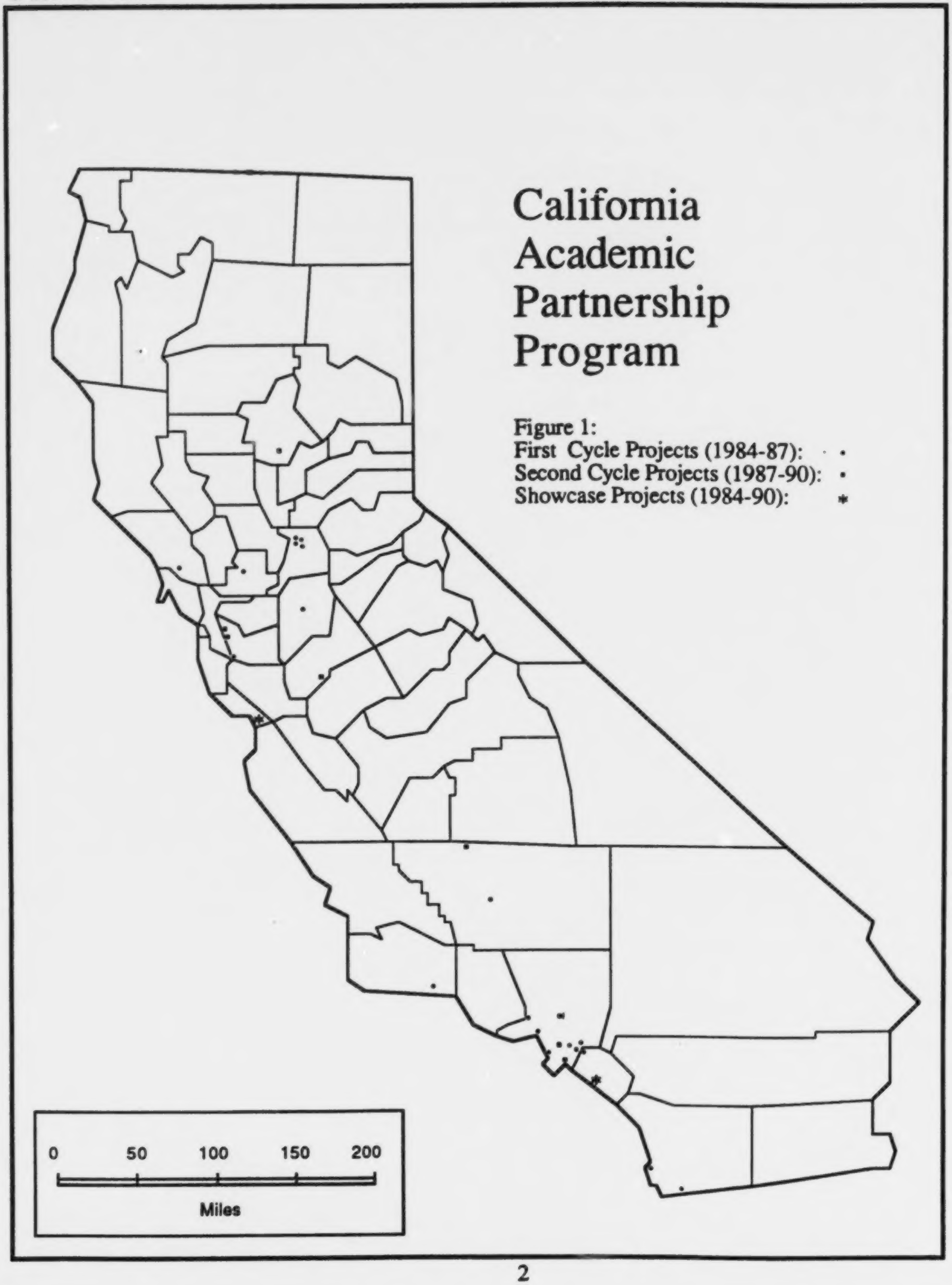
On February 23, 1989, the California Academic Partnership Program (CAPP) conducted its first teleconference, entitled *Planning Your Partnership*. This event's purposes included inviting proposals for CAPP Planning Grants; increasing educators' awareness and knowledge of academic partnerships between schools and postsecondary institutions, and the CAPP program in particular; and adding to The California State University's experience with techniques of teleconferencing.

This paper documents the *Planning Your Partnership* teleconference, reports participants' evaluations, and offers recommendations for consideration in planning future teleconferences. We seek to maximize the outcomes of this teleconference and contribute to the success of future teleconferences.

Background

The California Legislature created CAPP "to develop cooperative efforts to improve the academic quality of public secondary schools with the objective of improving the preparation of all students for college" (*California Education Code*, Section 11000). CAPP is administered by The California State University, in cooperation with the chief executives of the California Community Colleges, the California State Department of Education, and the University of California. These public education segments and California Postsecondary Education Commission and the Student Aid Commission are represented on CAPP's twelve-person Advisory Committee.

Since its initiation, in 1984, CAPP has funded two three-year cycles of partnership projects, including curriculum development and diagnostic testing projects. The first cycle (1984-87) supported twenty curriculum development projects and three diagnostic testing projects; the second cycle (1987-90) supported nine curriculum development projects and two diagnostic testing projects. Sites of the curriculum development projects are illustrated by Figure 1 (following page). (For additional information, see California Academic Partnership Program, 1988; California Postsecondary Education Commission, 1988; and Galligani, 1987.)


California
Academic
Partnership
Program
Figure 1:
First Cycle Projects (1984-87): •
Second Cycle Projects (1987-90): •
Showcase Projects (1984-90): *
0
50
100
150
200
Miles

In planning CAPP's third cycle of grants, for the period 1990-93, the Advisory Committee noted that (a) too many of the previous grant proposals had not been of acceptable quality, raising concerns over the process for applying for CAPP curriculum development grants; and (b) schools in some areas of the state had not received curriculum development grants, raising concerns over the equitable distribution of services throughout the state. The Committee recommended actions to address each of these concerns.

To improve the quality of proposals, the Committee recommended adopting a two-stage process, including small Planning Grants and larger Implementation Grants. (Only the recipients of Planning Grants would be eligible to receive Implementation Grants.) Planning Grants, which would be awarded for the 1989-90 academic year, would assist prospective partners in (a) assessing local needs, (b) identifying promising practices, (c) analyzing available resources, (d) developing ways of working together, and (e) preparing a proposal for an Implementation Grant project for the 1990-93 period. In this way, the Committee sought to provide prospective partners with the additional time and resources needed to prepare Implementation Grant proposals of high quality.

To improve the access of prospective partners to the Planning Grant application process, the Advisory Committee recommended convening a statewide teleconference on the Call for Proposals, rather than the usual practice of convening in-person grant proposal workshops in two locations (north and south) within the state. The principle rationale for the teleconference was that it would encourage participation by reducing travel time for prospective partners, particularly those located far from urban centers (some of whom had driven for six hours to attend bidders' conferences for the previous cycles).

The Committee observed that, in addition to presenting the call for proposals and answering related questions, a teleconference could be used to present additional information of academic partnerships in general, and on CAPP's two current Showcase Projects, in particular. Compared to a more conventional, in-person grant proposal workshp, a teleconference would be a high-visibility event which could increase educator's awareness of the potential value of academic partnerships and their knowledge of strategies which other schools and colleges have found to be effective.

Finally, the Committee noted that The California State University and other educational institutions are using teleconferences with increasing frequency, and that a CAPP teleconference could have additional benefits in adding to the University's experience with this method of communication, particularly in enhancing the quality of information and reducing travel costs.

Teleconference Objectives

- Invite high-quality proposals for CAPP Planning Grants, particularly from areas which had not previously received CAPP grants

- Inform California educators about CAPP

- Gain experience with teleconferencing techniques

Procedures

The process for developing and implementing the teleconference was represented in a task analysis (Appendix A). This planning tool organized the numerous tasks under three headings: Transmission Planning, Reception Planning (*i.e.,* Site Development and Participants' Packets), and Follow-up. This task analysis was revised several times before the teleconference, to reflect changes in schedules and assignments, or the addition or deletion of tasks.

Transmission Planning

Teleconference Scheduling. Preparations for the teleconference were initiated approximately three months before the presentation date. The date of the teleconference was selected with reference to (a) the schedule for the preparation of the Planning Grant guidelines and the call of proposals, (b) the deadline for Planning Grant proposals (April 3, 1989), which was selected to allow awards to be announced by or shortly after May 25, 1989, and (c) the lead time required for making preparations for the teleconference.

Because CAPP Executive Director Deborah Hancock was scheduled for medical leave from early January 1989 to after the teleconference date, private consultant Thomas Karwin was retained as Teleconference Coordinator (see Appendix B), and senior CSU staff member David Ost, was retained to serve as CAPP Special Consultant. Ost and Karwin reported to the Assistant Vice Chancellor for Academic Affairs, Research and Development.

Additional agreements were prepared with University Media Services, of California State University, Sacramento for technical support of the video-conference (Appendix C), and with the Social Sciences Media Laboratory, of the University of California, Santa Cruz for the production of video inserts (Appendix D). Other, related services were provided by the Publications and Printing Offices, Office of the Chancellor of The California State University, the Santa Ana Unified School District (video footage), and the Media Services Office of the University of California, Irvine (video footage).

Teleconference Format. The script development process began with the preparation of a "program rundown" (Appendix E), which identified the major segments of a two-hour presentation, and the amount of time allotted for each segment. The format included one hour for an orientation to CAPP and the presentation of the call for Planning Grant proposals, and one hour for presentations on CAPP's two Showcase Projects. Each of these sessions included time for participants to ask questions by telephone and for panelists to respond.

Recruitment of Presenters. The following persons then were recruited as teleconference presenters:

- Guest Speakers
    - California Assemblywoman Teresa Hughes
    - CSU Chancellor Ann Reynolds,
- Panelists: CAPP Planning Grant Call for Proposals
    - Dennis Galligani, Assistant Vice Chancellor, Academic Affairs, University of California, Irvine, and Chairperson, CAPP Advisory Committee
    - David Ost, Associate Dean of Graduate Studies, California State University, Bakersfield, and CAPP Special Consultant
    - Hilda Solis, Director, South Coast ESOP/S CAL-SOAP Project, and Chairperson CAPP Outreach Subcommittee
    - Patricia Wainwright, (then) Dean of Student Services, Los Angeles Harbor College, and Vice-Chairperson, CAPP Outreach Subcommittee
- Panelists: CAPP Showcase Projects
    - Arturo Pacheco, Assistant Vice Chancellor, Student Services, University of California, Santa Cruz, and Co-Director, *Gateways* Showcase Project
    - Geoffrey Smith, Teacher and Science Department Head, Watsonville High School, Pajaro Valley Unified, and Site Coordinator, *Gateways* Showcase Project
    - Manuel Gomez, Assistant Vice Chancellor, Student Affirmative Action, University of California, Irvine, and Co-Director, *Project STEP* Showcase Project
    - Rudy Castruita, Superintendent, Santa Ana Unified School District, and Co-Director, *Project STEP* Showcase Project
- Moderator: Thomas Karwin, CAPP Teleconference Coordinator

Script Development. The Teleconference Coordinator then drafted a teleconference script, using standard layout for television scripts (Appendix F). This script incorporated detailed drafts, prepared by Director Hancock, of statements to be presented by guest speakers, and panelists for the presentation of the CAPP Planning Grant Call for Proposals. The Coordinator added draft statements for the panelists for the teleconference's presentation of the two CAPP Showcase Projects. He invited the guest speakers to modify these drafts, as desired, and encouraged the panelists to use these drafts as guides for more extemporaneous presentations. The panelists and CSU Sacramento staff commented on early drafts of the script, which were revised by the Coordinator.

Video Inserts. Video production personnel at UC Santa Cruz, UC Irvine, and Santa Ana Unified provided video footage for six brief video sequences illustrating selected activities of the two Showcase projects. This footage was then edited by UC Santa Cruz staff, using editing scripts prepared by the Teleconference Coordinator. The CSU Sacramento video production staff recorded video inserts of presentations by CSU Chancellor Reynolds and Assemblywoman Hughes, and prepared a video recording of a narrated slide presentation produced previously by CAPP Executive Director Hancock.

Computer-generated Graphics. The final ingredient for the video-conference was a series of alphanumeric graphic displays for insertion at appropriate points during the teleconference. These materials included, for example, the opening titles, the names and titles of the panelists, displays of points made by panelists, and closing titles and credits. The CSU Sacramento video production staff prepared these materials, referring to the script.

Reception Planning

Reception preparations included recruiting reception sites, inviting educators to attend the teleconference, and preparing packets of information for teleconference participants. These activities were closely related to the more conventional process of issuing the Call for Proposals.

Recruitment of Teleconference Reception Sites. On December 14, 1988, the CAPP office sent a letter (Appendix G) to a mailing list (provided by CSU Sacramento) of 212 schools, colleges, and universities with satellite reception capabilities, inviting their participation in the *Planning Your Partnership* teleconference as reception sites. This letter described the role of a reception site, and asked interested persons to contact the Teleconference Coordinator by January 6, 1989 to register as a reception site. This deadline date was selected as the deadline for a brochure announcing the teleconference (see below), so that reception sites could be listed in the brochure. This mailing included a copy of the letter announcing CAPP's intent to release its call for proposals (described below). CAPP's letter to prospective reception sites did not offer compensation for reception site services; CAPP intended that these services would be provided at no expense to CAPP.

Registration of Reception Sites. By the January 6, 1989 deadline, 37 schools, county offices of education, colleges, and universities telephoned to register as reception sites for the teleconference. Additional sites called tp register until as late as two days before the teleconference, with the understanding that late registrants would not be included in the brochure and therefore would be responsible for contacting persons in their areas who might wish to participate in the teleconference. The final registration of 87 reception sites is listed in Appendix H, and illustrated by Figure 2 (following page). A follow-up letter (Appendix I), providing the teleconference schedule and transmission information, was sent to these sites in mid-February, 1989.

Table 1: Distribution of Reception Sites, by Host

Category	N	%
Schools and School Districts	24	27.6
County Offices of Education	18	20.7
California Community College campuses	26	29.9
California State University campuses	13	14.9
University of California campuses	2	2.3
Others[1]	4	4.6
Total	87	100.0

Table 2: Distribution of Reception Sites, by County

Category	N	%
Counties with one reception site	22	53.6
Counties with two reception sites	10	24.4
Counties with three reception sites	4	9.8
Counties with four reception sites	1	2.4
Counties with five reception sites	2	4.9
Counties with six reception sites	1	2.4
Counties with thirteen reception sites	1	2.4
Total, Counties with reception sites	41	100.0

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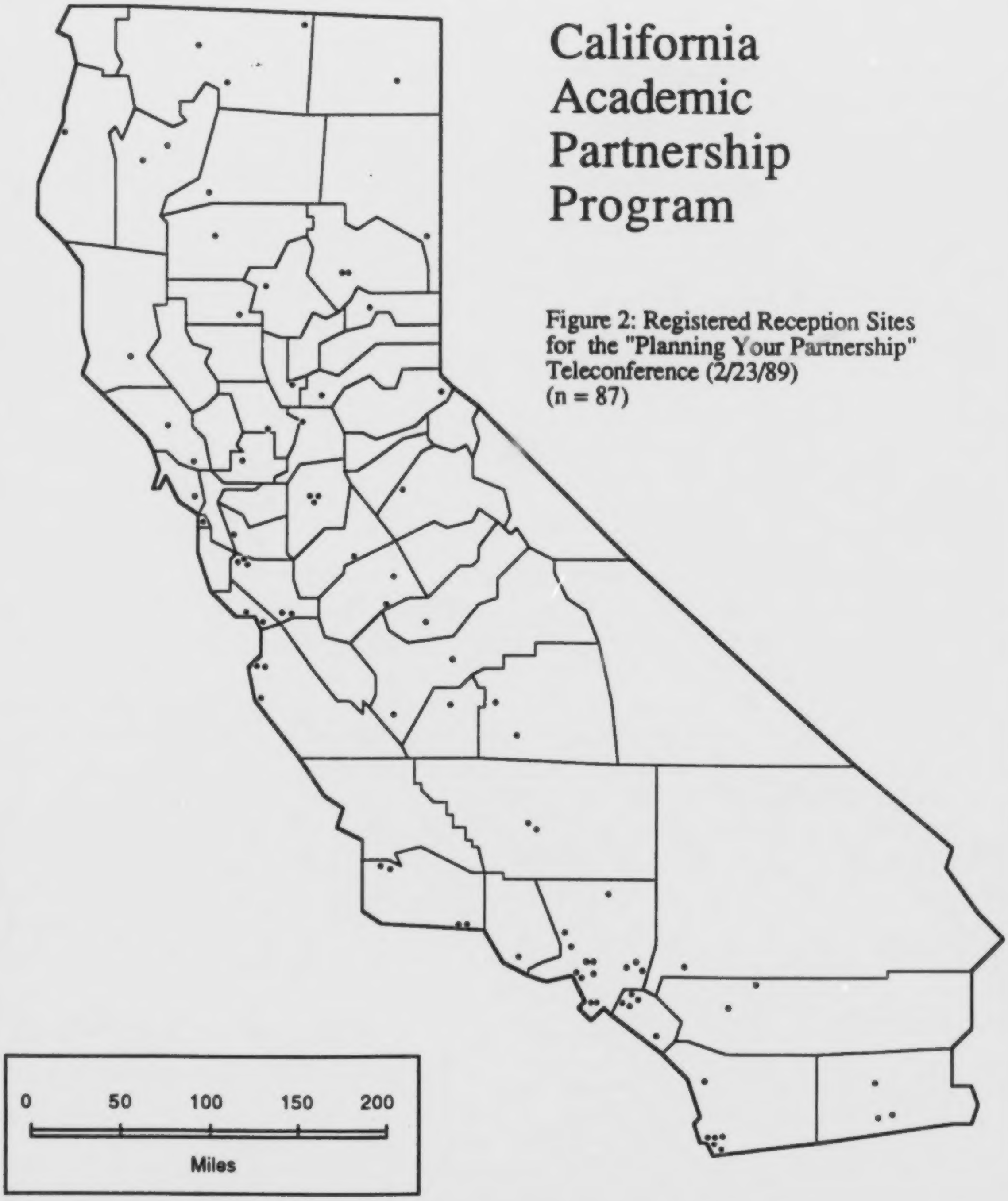
[1] "Other" sites were the Navy Postgraduate School (Monterey), the Sacramento Educational Cable Consortium (Sacramento), Public Television Station KPBS (San Diego), and the South County Regional Occupational Program (Santa Clara).



California Academic Partnership Program

Figure 2: Registered Reception Sites for the "Planning Your Partnership" Teleconference (2/23/89) (n = 87)

Teleconference Announcement and Call for Proposals. Two mailings announced the CAPP Planning Grants. The first of these was a letter dated December 12, 1989 announcing the intent to release the call for proposals (Appendix J). This was followed by a January 20, 1989 mailing of the Call for Planning Grant Proposals (Appendix K) and a teleconference brochure (Appendix L), prepared by the Publications Office, Office of the Chancellor, California State University. Both mailings were sent to the following:

- California Middle Schools and High Schools
- California Postsecondary Institutions
  - Research and Sponsored Programs
  - Deans of Education, Social Sciences, Sciences, Mathematics, Languages, and Literature
- Professional Organizations
- Intersegmental Coordinating Council
  - Staff
  - Members of the Curriculum and Assessment Cluster
- Directors, Administrative Training Centers
- Directors, California Writing Projects
- Directors, California Mathematics Projects
- Directors, California Humanities Projects
- CAPP Partners (current and former)
- Members of the CAPP Advisory Committee (current and former)

Registration of Participants. The teleconference brochure invited interested persons to register as a teleconference participant by contacting either one of the registered reception sites, or an unregistered site). The reception site contact persons, in turn, were asked to call the Teleconference Coordinator to report the number of persons who would attend at that site. The Coordinator and the CAPP office then could determine the number of teleconference participants, and the number of information packets required (see below). The 87 reception sites registered approximately 1,000 educators as participants; this compares with 264 participants in CAPP's previous grant proposal workshop.

Participant Information Packet. This packet included the Call for Planning Grant Proposals (Appendix K), the Participant's Evaluation form (Appendix M), and two publications *Partnership Resource Guide, 1989*, (CAPP, 1989) and *The California Academic Partnership Program* (CAPP, 1988). These materials were sent in appropriate numbers to the reception sites, prior to the teleconference date. (It should be noted that the Call for Planning Grant Proposals–the key document–had been distributed widely more than a month prior to the teleconference. This document was included in the Participant Information Packet for the convenience of the participants, but participants were expected to have studied this document prior to attending the teleconference.)

Convening the Teleconference

Given the preparations outlined above, all aspects of the teleconference seemed well in hand by the scheduled date. Some changes of plan were necessary during the last two weeks, however. These adjustments in the original planning were taken in stride by the panelists and teleconference staff, and, in the last analysis, provided welcome seasoning to the mix. These changes were as follows:

- replacement of two Showcase panelists (Superintendent Castruita and Science Teacher Smith replaced others who were scheduled originally);

- addition of Special Consultant Ost to the Call for Proposals panel, to share the task of presenting details of the proposal process;

- delay of the teleconference start time from the announced time of 2:00 p.m. to 2:15 p.m. This became necessary when it was learned that CSU Sacramento had not reserved satellite time for a tune-in period (usually, the half-hour period immediately preceding a teleconference). Last-minute calls revealed that the 2:00–2:30 time slot had been reserved by others, and could not be added to the teleconference's reservation (2:00–4:00 p.m.). However, the 4:00–4:30 time slot was available, and was reserved. The Coordinator elected to provide a fifteen-minute tune-in period, from 2:00 to 2:15 p.m., and to continue the teleconference to 4:15 p.m., with the option of continuing for another fifteen minutes, to 4:30 p.m. This compromise was designed to provide at least some "tuning-in" time while keeping close to the announced schedule (recognizing that some participants would have tight schedules).

- the introduction of new script pages, prepared by UC Irvine staff for the Project STEP representatives. These new pages were "on target" in terms of the teleconference's purpose, but were presented just prior to the panel discussion, and consequently created momentary confusion.

The day of the teleconference proceeded quite smoothly, primarily because of the combination of extensive preparation and the expert support of the CSU Sacramento staff, particularly Allan Hinderstein. The panelists convened several hours before the teleconference start time for informal rehearsals, including viewing of video inserts and computer-generated graphic displays. They enjoyed a leisurely lunch on the CSU Sacramento campus, and returned to the teleconference studio about 1:30 p.m. After a fifteen-minute period (2:00–2:15) tuning-in period, the teleconference began at 2:15 and continued as planned to 4:28 p.m. (Since the presentation and interactive sessions ran slightly longer than anticipated, some of the "spare" time at the end of the session was found to be quite useful.)

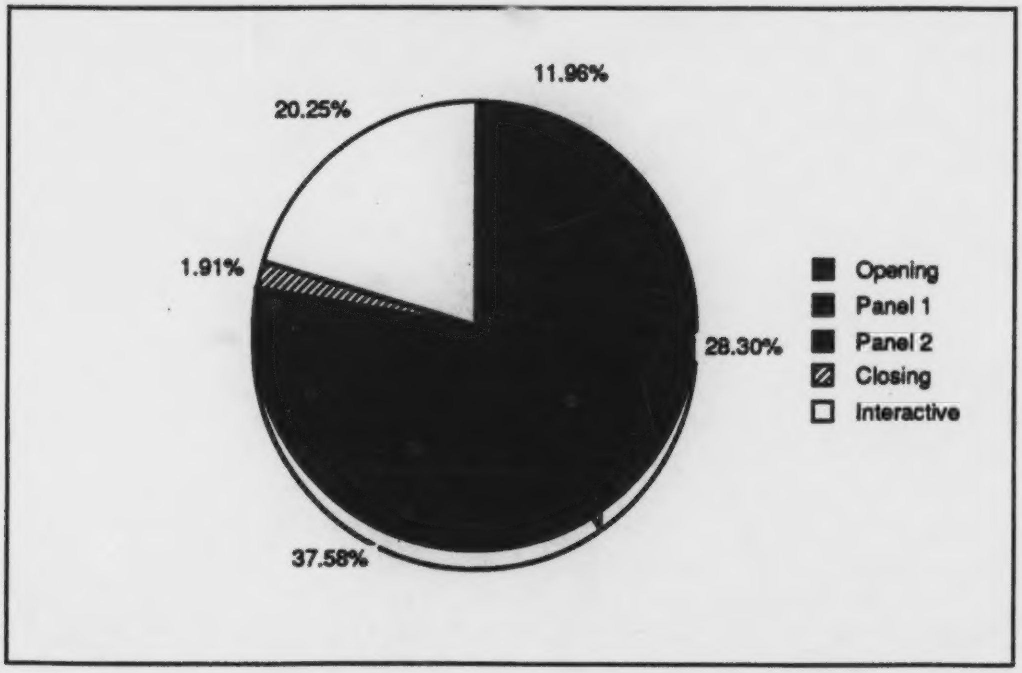
Responding to Participants' Questions

- During the Call for Proposals portion of the teleconference, twenty-one questions were received and answered. Because this part of the teleconference was running longer than planned, the Moderator called for a break while one caller was still waiting to to ask a question. This portion of the teleconference lasted 53 minutes, 41 seconds, of which 16 minutes, 8 seconds (30.1%) were devoted to the interactive period.

- During the Showcase portion, seven additional questions were received and answered. These callers typically addressed matters related to the Call for Proposals, rather than to the Showcase projects. This portion of the teleconference lasted 60 minutes, 35 seconds, of which 10 minutes, 44 seconds (17.7%) were devoted to the interactive period.

- Including opening and closing segments, the teleconference's duration was 2 hours, 12 minutes, 40 seconds, of which 26 minutes, fifty-two seconds (20.3%) were interactive. Figure 3 (below) illustrates the teleconference's emphasis on interaction, relative to the presentations by the guest speakers, panelists, and moderator, and the other content.

Figure 3: Interaction v. Presentation



Follow-Up Activities

Follow-up activities included (a) editing a condensed version of the teleconference video recording; (b) writing an article about the teleconference for an educational periodical; (c) reporting to the Advisory Committee, and (d) thanking guest speakers, panelists, and reception site hosts.

Editing the Video Recording. Early plans were made to edit the video recording of the teleconference to delete portions which would be obsolete after the proposal deadline (April 3, 1989). The Coordinator prepared an edit cue sheet (Appendix N) specifying deletions to be made. These deletions included:

- the Call for Proposals panel presentation and interactive session;
- those parts of CSU Chancellor Reynolds' presentation which related to the Call for CAPP Planning Grant Proposals;
- the video recording of a narrated 35 mm slide presentation on CAPP (this recording was be retained for separate uses);
- seven questions called in by viewers to the Showcase panel (since those questions addressed aspects of the Call for Planning Grant Proposals); and
- minor technical improvements in the continuity of the edited recording.

These deletions were made by CSU Sacramento staff by early May, 1989. This work yielded a 54.5 minute video program about the California Academic Partnership Program, retaining the title, *Planning Your Partnership*. The program includes the presentations by CSU Chancellor Reynolds and Assemblywoman Hughes, and the panel on the CAPP Showcase projects. The edited recording is considerably shorter than the original recording of the full teleconference (which ran 2 hours, 12 minutes, 40 seconds), and has a considerably longer useful life as an introduction to CAPP, academic partnerships generally, and the lessons learned by the two Showcase projects. Recordings of both the full teleconference and the edited version are available through the CAPP office.

Writing an Article for an Educational Periodical. CAPP Director Hancock selected the *Phi Delta Kappan* as the preferred periodical for publication of an article about the *Planning Your Partnership* teleconference. Accordingly, the Teleconference Coordinator sent a letter of inquiry to the editor of the *Phi Delta Kappan* (Appendix O).The editor responded positively (Appendix P), and an article was provided for consideration (Appendix Q).

Reporting to the CAPP Advisory Committee. This refers to the present report, a draft of which was presented to the CAPP Director and the committee on May 19, 1989, during the committee's meeting in Pomona, California.

Writing Thank-you Letters. For copies of these letters, see Appendix R.

Evaluation of the Teleconference

The teleconference participants' packet included an evaluation form (Appendix M) with two open-ended items, two "yes-no" items, and 26 "modified Likert-type scale" items. Respondents also were invited to write their additional comments in the margins of the form. There were no incentives–except for the appeal on the form itself–for participants to complete this form, and the only follow-up was that provided by the teleconference reception site hosts (whose voluntary roles included gathering the completed forms and returning them to the Coordinator).

Under these circumstances, the evaluation form was completed and returned by 77 individuals from 24 of the 87 teleconference reception sites. These responses are presented as Appendix S. The following pages present tabulations of responses to closed-ended items, with a brief discussions of each section of these results.

> Note: Tabulations indicate the percentages of 77 respondents who marked the respective option; due to rounding error, percentages might not equal 100 . The number of responses is shown–in most cases–in the left-hand column.

Table 3: Reception/Viewing Facilities

N	Category	Percentages					Category
77	Convenient	71	12	12	4	1	Inconvenient
75	Comfortable	65	17	11	5	1	Uncomfortable
74	Good Reception	80	15	4	1	0	Bad Reception
75	Good Viewing	77	19	4	0	0	Bad Viewing
75	Good Listening	77	17	1	1	3	Bad Listening

Generally, participants found the viewing facilities "convenient," and "comfortable," although there were some exceptions (see related narrative comments, below). They found the reception/viewing/listening environment to be quite satisfactory: 77-80% of the respondents marked the most positive response option.

Table 4: Call-in Sessions

N	Category	Percentages					Category
54	Easy to Call-in	48	24	15	4	9	Not Easy to Call-in
54	Enough Time	37	30	19	6	9	Not Enough Time
59	Answers Clear	36	36	15	10	3	Answers Not Clear

The number of non-responses to this group of items is noteworthy: 30% of the evaluation forms did not include responses to the first two of these three items, and 27% did not include a response to the third item. This pattern reflects the fact that many of the participants, while they might have interacted locally with other participants, did not join in the interactive sessions.

Those who did respond to these items (as shown in the tabulation) reported positive experiences with the call-in sessions: 67-72% marked either the most positive or the next most positive response option. Still, this response pattern must be interpreted as less positive than, for example, the responses to the preceding cluster of items.

Table 5: Information Packet

N	Category	Percentages					Category
74	Useful	76	22	3	0	0	Not Useful
75	OK to Receive at Teleconference	31	19	7	11	33	Prefer to Receive Before Teleconference

Respondents were very positive about the usefulness of the information packet which was provided at the teleconference, but sharply divided in their opinions about the best time to receive such materials: 50% indicated that receiving the information packets at the teleconference was "OK" or "acceptable," while 44% preferred to receive these materials before the teleconference.

The strategy employed for the *Planning Your Partnership* teleconference (*i.e.*, to ship these packets to the reception sites just prior to the teleconference) helped to control printing and distribution costs, and might have encouraged participation in the teleconference, but had the disadvantage of placing a considerable volume of information in the participants' hands when they did not have time to read it. (Again, the Call for Proposals–the most important document–had been distributed widely more than month before the teleconference.)

Table 6: First Half (Request for Proposals)

N	Category	Percentages					Category
73	Useful	49	37	8	1	4	Not Useful
73	Interesting	37	34	23	4	1	Uninteresting
72	Clear	39	36	19	4	1	Unclear
71	Fast-moving	46	23	18	8	4	Slow-moving

Respondents were generally quite positive about this portion of the teleconference. When responses in the two most positive options are combined, we find, for example, that 86% of the responses indicated that this portion was "useful" or "very useful." This pattern becomes somewhat less positive for the next two items: 71% felt the session was "interesting"or "very interesting," and 75% considered it "clear" or "very clear." Still, these responses indicate a high level of satisfaction with the Call for Proposals presentation.

Responses to the last item in this cluster show that 69% of the participants felt the pace of the first half of the teleconference was "fast-moving" or "fairly fast-moving," 18% felt it was "neither fast-moving nor slow-moving," and 12% called it "slow-moving" or "fairly slow-moving." Respondents clearly found the pace "fast," but whether they approved of the fast pace is unclear. Since other items presented a positive-to-negative range of options, with the most positive response at the left-hand end of the scale, respondents might have perceived the same structure in this item and interpreted "fast-moving" as a positive response. (Alternatively, they might have assigned the most positive value to the mid-point of the scale, reading it as "just right.") We conclude that respondents were most likely to regard "fast-moving" as the most positive response, and therefore, that the large majority approved of the pace of the first half of the teleconference.

Table 7: Second Half (Showcase Projects)

N	Category	Percentages					Category
55	Useful	24	31	33	11	2	Not Useful
55	Interesting	29	36	24	11	0	Uninteresting
54	Clear	24	31	30	13	2	Unclear
53	Fast-moving	19	28	36	17	0	Slow-moving

Responses to the second major portion of the teleconference were less positive: 55% considered this portion "useful" or "very useful" and "clear" or "very clear," while 65% found it "interesting" or "very interesting." Relatively large percentages (24–33%) of the respondents were neutral on these items.

Regarding the pace of this portion of the teleconference, 47% of the respondents rated it "fast-moving" or "fairly fast-moving," 36% said it was "neither fast-moving nor slow-moving," and 17% rated it "slow-moving" or "fairly slow-moving." Relying on the interpretation presented under Table 6, we conclude that the large majority of the respondents (83%) either approved of the pace of this portion of the teleconference, or found it acceptable.

Table 8: General Impressions

N	Category	Percentages					Category
68	Interesting	40	44	12	1	3	Uninteresting
68	Useful	37	38	19	4	1	Not Useful
67	Clear	36	40	18	4	1	Unclear
66	Fast-moving	27	36	26	8	3	Slow-moving

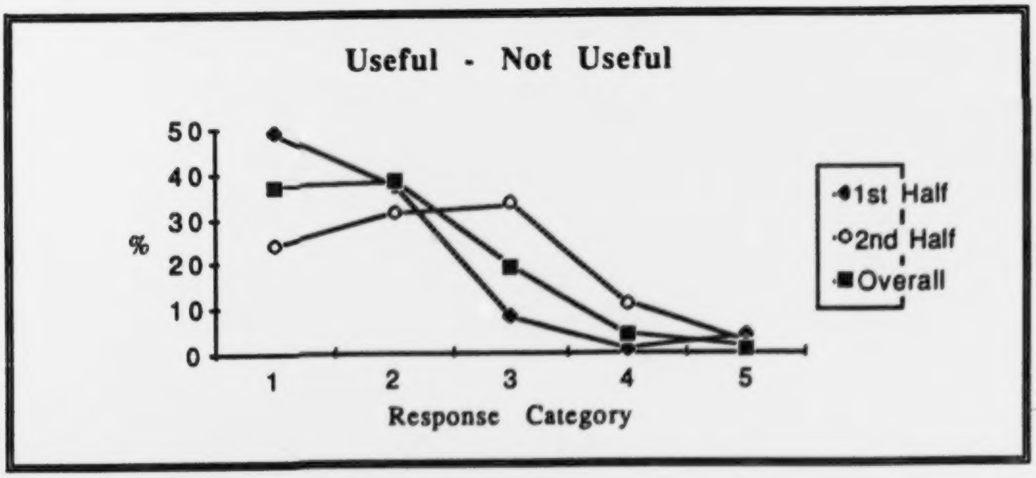
The participants' general impressions of the teleconference were quite positive: respondents indicated that the teleconference was "interesting" or "very interesting" (84%), "useful" or "very useful" (75%), and "clear" or "very clear" (76%). These ratings were comparable to those provided for the first half of the teleconference, but markedly more positive than the ratings provided for the second half.

Regarding the overall pace of the teleconference, 63% said it was "fast-moving" or "fairly fast-moving," 26% rated it as "neither fast-moving nor slow-moving,"and 11% called it "slow-moving" or "fairly slow-moving." Comparing these ratings of the pace of the full teleconference with the ratings of the first and second halves, we find that the percentages of the respondents who either approved of the pace or found it acceptable were as follows:

• First Half (Request for Proposals)	87%
• Second Half (Showcase Projects)	83%
• Overall Teleconference	89%

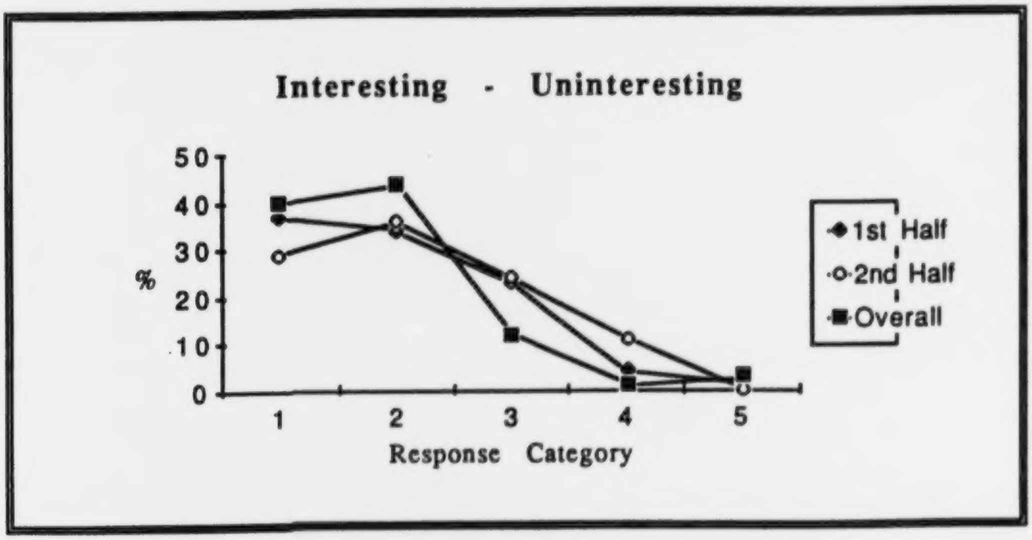
The figures on the following pages present graphic comparisons of responses to the four common items in the preceding three clusters of items. These figures are provided to facilitate comparisons of responses to the first half, the second half, and the overall teleconference.

Figure 4: Participants' Responses to "Useful–Not Useful"



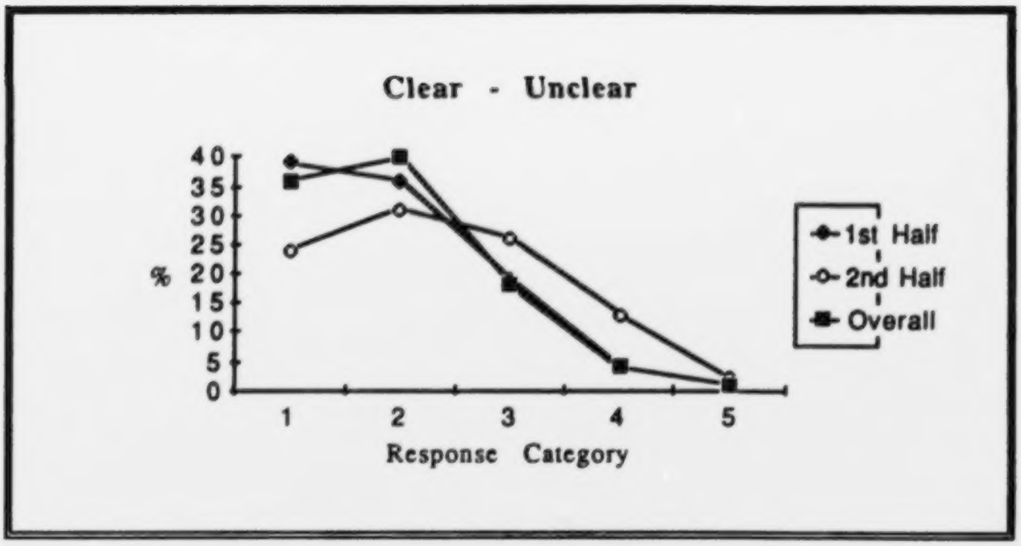
Responses to this item show that participants found the Call for Proposals portion to be more useful than the CAPP Showcase portion, and that they rated the overall usefulness of the teleconference between their ratings of the two halves.

Figure 5: Participants' Responses to "Interesting - Uninteresting"



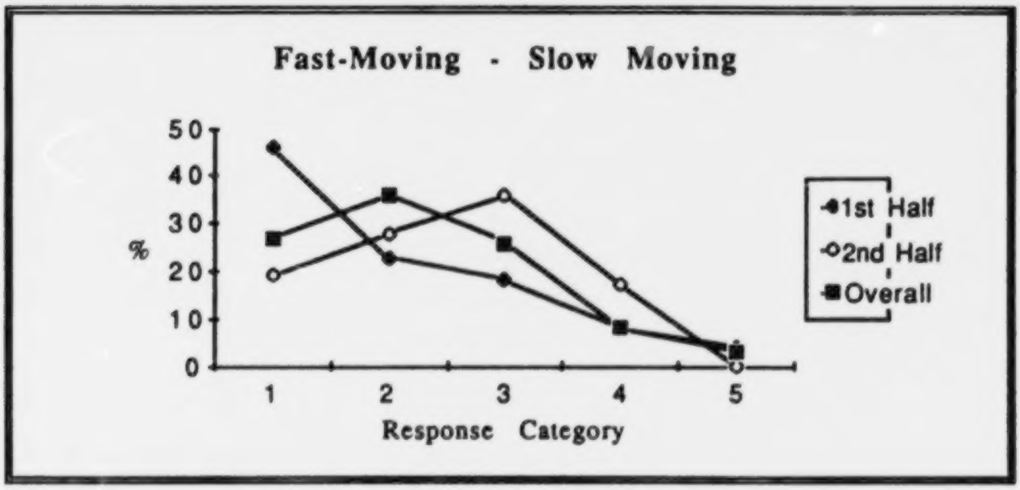
Participants gave the first and second halves very similar "interest" ratings, but gave the overall teleconference a more positive rating than either of its two major sections. The explanation for this rather surprising outcome might be found in the low rate of response to the cluster of items related to the second half of the teleconference, but the effect of that occurrence is open to interpretation.

Figure 6: Participants' Responses to "Clear–Unclear"



The clarity of the teleconference was rated rather high, overall, with the first half rated considerably higher than the second half. Again, the overall rating appears to exceed that of either of the two halves.

Figure 7: Participants' Responses to "Fast-Moving – Slow-Moving"



As indicated above, participants tended to rate the teleconference's first half as more "fast-moving" than the second half. Combining the "fast-moving," "fairly fast-moving," and "neither fast-moving nor slow-moving" categories, however, leads to the conclusion that participants overwhelmingly either approved of the teleconference's pace, or found it acceptable.

Table 9: Have you attended a grant proposal workshop before this one? (N = 76)

Yes	41%
No	59%

Since a majority of the respondents reported that they had not previously attended a grant proposal workshop, CAPP apparently succeeded in reaching a new audience of substantial size. (Some respondents might have understood this question to refer to "televised workshops," rather than "in-person workshops.")

Table 10: If "yes," please compare this workshop to others you've attended.

N	Category	Percentages					Category
39	Convenient	54	21	13	8	5	Inconvenient
38	Good Use of Time	39	26	26	5	3	Poor Use of Time
38	Good Information	42	32	24	3	0	Poor Information
38	Interactive	24	34	26	11	5	Non-interactive

The first two of these items address one of the strongest arguments for teleconferencing: more efficient use of the participant's time. Responses to these items indicate that 75% of the participants found *Planning Your Partnership* more convenient than their (unidentified) comparison workshop, and only only 13% felt their comparison workshop was more convenient. Similarly, 65% found *Planning Your Partnership* a better use of their time, relative to their comparison workshop, and only 8% rated their comparison workshop higher. These responses indicate that *Planning Your Partnership* succeeded in making good use of educators' time. (In retrospect, additional items on "time away from work" and "travel expenses" would have yielded more information of interest.)

Another strong argument for teleconferencing is that it encourages high levels of preparation by the conference presenters. The third item in this cluster addresses this consideration: 74% of the respondents found that *Planning Your Partnership* provided better information than their comparison workshop, indicating that this teleconference succeeded in this respect, as well.

Respondents were less enthusiastic about the opportunities for interaction: 58% found *Planning Your Partnership*: more interactive than a comparison workshop, 26% found it equally interactive, and 16% found it less interactive (see Figure 3, p. 11). These responses reflect the teleconference's balance between presentation (80% of the total time) and interaction (20%).

Best parts of the *Planning Your Partnership* teleconference (N = 36)

Responses to this open-ended item (Appendix R) are quite varied: they address just about all aspects of the teleconference, indicating that at least some of the respondents liked every part of the presentation. (Note that less than half of the respondents responded to this item. The reasons for this low response rate is a matter for speculation.)

Parts of *Planning Your Partnership* that could have been better (N = 33)

Responses to this item (also in Appendix R) illuminated some of the foregoing findings, based on responses to the closed-end items. While readers of this report may wish to read these responses for themselves, the following indicates some of the key points:

- increase opportunities for interaction (6)
- provide more detailed, specific, or unique information (4)
- decrease time spent on information available in Call for Proposals (4)
- improve clarity and preciseness of responses to questions (4)
- no parts could have been better (2)

Table 11: Would you attend another CAPP Teleconference? (N = 68)

Yes	90%
No	10%

Yes, with these changes:
(See Appendix R for constructed responses.).

The overwhelming majority of the participants endorsed CAPP's first teleconference: 90% said they would attend another CAPP teleconference.

Still, these respondents identified changes they would like to see in the next CAPP teleconference. For example, four respondents indicated interest in "more new information," or "more detail about exemplary programs."

Finally, several participants provided marginal comments, which are presented verbatim in Appendix R, organized under the respective sections of the Participants' Evaluation Form. These comments echo the responses to the preceding three items.

Responses to the Call for Proposals

The Call for Proposals document and panel presentation indicated that approximately fifteen planning grants of $4,000 would be available to eligible applicants and that only recipients of planning grants would be eligible to submit proposals for implementation grants of up to $90,000 annually for three years.

The previous cycles, by comparison, required "preliminary" and "final proposals." This change was made in response to the perceived needs of prospective academic partners, and with the intention of raising the standards for projects that would receive implementation grants. Despite this important change, the second funding cycle provides a point of comparison which could be helpful in understanding CAPP's experience with the present Call for Proposals.

Table 12: Comparison of Responses to Second and Third Funding Cycles

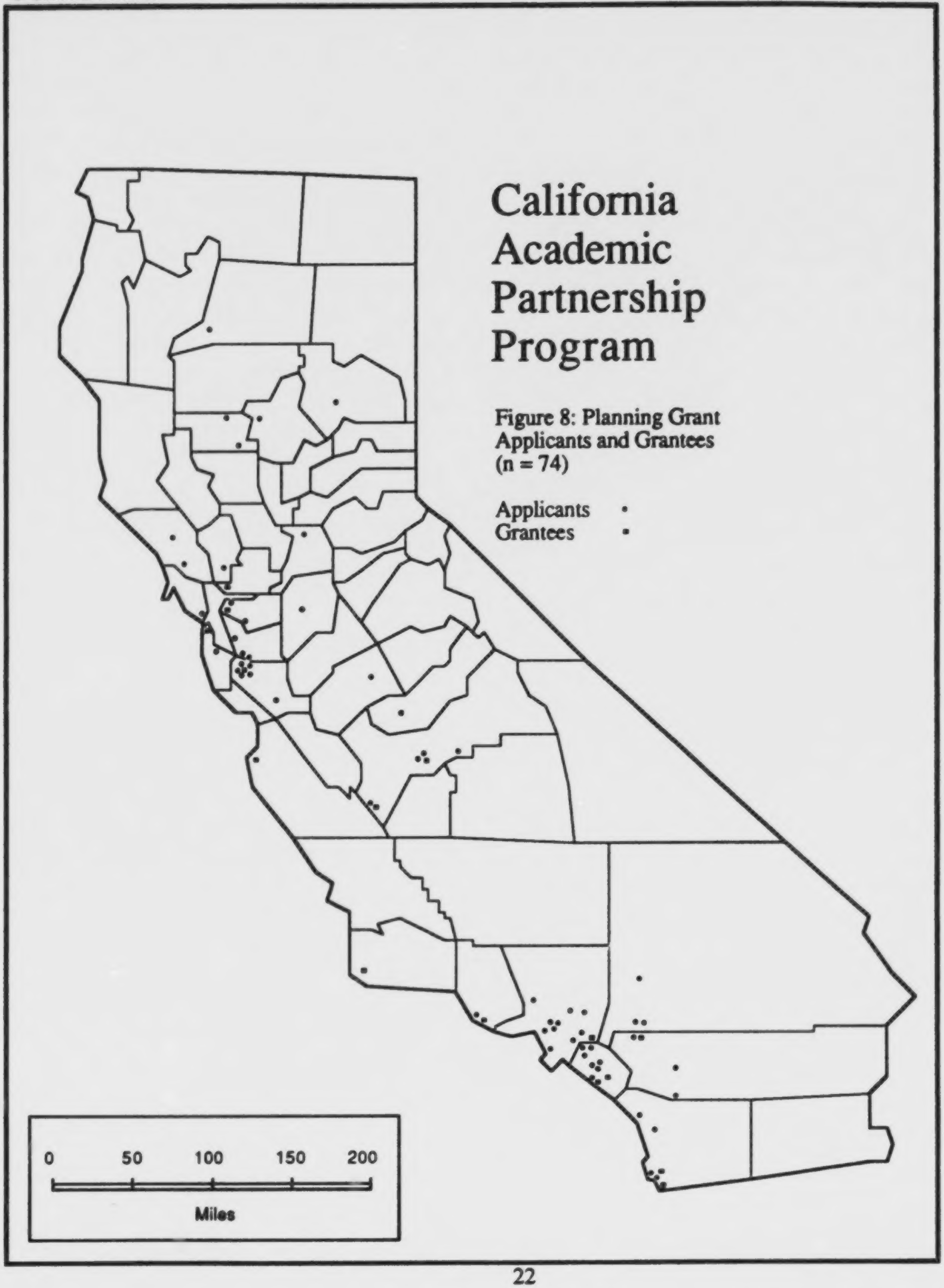
Category	Cycle 2 (1987)		Cycle 3 (1989)	
	N	%	N	%
Proposals Submitted on Time	91	97	74	100
Proposals Disqualified (Late)	3	3	0	0
Total, Proposals Received	94	100	74	100
Proposals Rated "Best"	26	29	15	20
Proposals Rated "Alternates"	15	16	16	22
Proposals Rejected	50	55	43	58
Total, Qualified Proposals	91	100	74	100

These data suggest that the teleconference had little apparent effect on the number of proposals: in fact, Cycle 3 stimulated fewer (77) than Cycle 2 (94). The number of proposals submitted in Cycle 3 could have been affected more by the increased standards, and other factors, than by the teleconference itself.

The proposals that were received also apparently were not significantly improved in quality: 58% of the Cycle 3 proposals were rejected, while 55% of the Cycle 2 proposals were rejected.

Nevertheless, the CAPP achieved its objective to stimulate proposals from parts of the state which had not received CAPP funding through Cycles 1 and 2. Figure 8 (next page) shows the sites of the Cycle 3 Planning Grant applicants and recipients (compare with Cycle 1 and 2 grantees' sites, Figure 1, p. 2).

California



California Academic Partnership Program

Figure 8: Planning Grant Applicants and Grantees (n = 74)

Applicants •
Grantees •

Teleconference Costs and Benefits

Table 13: Summary of CAPP Expenses and Contributed Resources

Teleconference Production Services (including studio time, satellite time, recording of guest speakers, and editing) Contract with CSU Sacramento (Appendix C)		13,455	
Teleconference Coordination Services Contract with Thomas Karwin (Appendix B)		11,000	
Video Insert Production Services: Contract with University of California, Santa Cruz (Appendix D)		5,000	
Senior Staff Time: CAPP Director Hancock, CAPP Special Consultant Ost, and Assistant Vice Chancellor Ralph Mills (20) days, @ $250		5,000	
Staff Time:			
CAPP Secretary Lori Pitts, @ $1,822/mo.			
December 1988	.50 month		
January 1989	.75 month		
February 1989	.80 month		
March 1989	.05 month		
Total	2.10 month	3,826	
Student Aides, @ $6.75/hr.	60 hours	405	
Printing and Postage		2,500	
Travel (Panelists)		1,130	
Total, CAPP Expenses			42,316
Contributed Resources (estimated)			
Santa Ana Unified: video recordings		1,200	
UC Irvine: video recordings		1,200	
UC Irvine (Project Step): contribution to cost of video editing services		2,500	
(8) Days, Senior Staff (Panelists), @ $250		2,000	
(87) Reception Sites, $100		8,700	
Total, Contributed Resources			15,600
Grand Total, Teleconference Expenses			57,916

The teleconference costs summarized in Table 13 (preceding page) might be compared with the costs of the typical, in-person grant proposal workshop, convened in one northern California and one southern California location. The costs of CAPP's November, 1987 "Cycle 2" workshops, for example, were about $5,000, including the rental of two meeting rooms, at $1,000 each, travel expenses for staff and panelists, staff time, and office, telephone, printing, postage, and similar expenses. Thus, the cost of those in-person workshops was approximately $18.90/participant ($5,000/264 participants), and the cost of the teleconference was approximately $57.90/participant ($57,916/1000). For convenience in the following paragraphs, we have rounded these numbers to $20/participant (in-person workshops), and $60/participant (teleconference).

The teleconference's incremental cost of about $40/participant yielded the following categories of benefits:

Enhanced Presentations. The *Planning Your Partnership* teleconference presentations improved upon those of a typical grant proposal workshop:

- ensured that all workshop participants heard the same interpretations of the CAPP Planning Grant guidelines, and heard them at the same time;

- described the experiences of the two current Showcase projects, using video recordings and graphics as well as oral presentations; and

- presented video recordings of statements about academic partnerships by CSU Chancellor Reynolds and California Assemblywoman Hughes.

Additional Products. The teleconference yielded several useful products which were not yielded by the in-person workshops:

- several video recordings of the teleconference (reception sites were encouraged to record the teleconference for additional local uses, and several reception site hosts reported plans to do so);

- a video recording of an existing slide show about CAPP;

- a 55-minute video program (derived from the teleconference recording) focusing on the CAPP program, and the Showcase projects in particular;

- a booklet, *Partnership Resource Guide, 1989*, with information on CAPP and the two CAPP Showcase projects;

- an article about the *Planning Your Partnership* teleconference, prepared for publication in *Phi Delta Kappan* magazine; and

- the present report, which is intended to add to institutional experience with teleconferencing technology.

Increased Access to the Information. The *Planning Your Partnership* teleconference was made accessible through (a) 87 registered reception sites, (b) additional, unregistered sites served by cable or ITFS systems, and (c) later playback of video recordings of the teleconference. By comparison, the typical in-person workshop is accessible to prospective participants at only two locations, and on the respective two occasions. As a result of this increased accessibility, 1,000 educators registered to attend *Planning Your Partnership*. (An unknown number of educators attended the teleconference at unregistered sites, or viewed recordings of the teleconference.) By comparison, only 264 educators attended one or the other of the two in-person workshops convened by CAPP in November 1987, for its second funding cycle. Consequently, the *Planning Your Partnership* teleconference served about four times as many educators as the previous, in-person workshops. The value of this increased access can only be estimated subjectively, subjective, but could be perceived as substantial.

Reduced Participation Costs. A teleconference's major financial benefit derives from the reduction of participants' travel expenses, per diem expenses, and time lost from work. The "participation costs" increase with distance from the workshop site, to the point at which a prospective participant decides not to attend and thus loses whatever intangible benefits are associated with attendance. Clearly, by providing at least 87 reception sites throughout the state (Figure 2), the teleconference reduced all types of participation costs for all participants.

For the Cycle 2 workshop, 246 educators perceived that the value of attending was greater than the participation costs, while, for the *Planning Your Partnership* teleconference, 1,000+ educators perceived that the value of attending was greater than the participation costs. We do not know the actual costs incurred by the average participant in each of these two events. However, if we assume that participants perceived equal value in the two events, the average participation cost apparently was less for the teleconference.

If the teleconference reduced the average participant's participation cost by $40 or more (which seems likely), the aggregate savings to participants equaled or exceeded the incremental cost of the teleconference. We conclude that *Planning Your Partnership* (a) cost less per participant than a typical, in-person workshop, and (b) shifted some of the participation costs from participants to CAPP.

Conclusions

- The *Planning Your Partnership* teleconference succeeded in reaching a large number of reception sites. Eighty-seven schools, school districts, county offices of education, and colleges and universities participated as reception sites, and several other, unregistered sites (schools, principally) may have participated. These sites were only a fraction of the potential reception sites,[2] but the limited available information indicates that this is an unusually large number of reception sites.

- The teleconference succeeded in reaching a large number of participants. At least 1,000 educators registered as participants in the *Planning Your Partnership* teleconference, and an unknown number of additional persons attended at unregistered sites, or viewed a teleconference video recording. This number of participants also appears to be relatively large.

- The teleconference succeeded in providing presentations of high-quality. Teleconference participants clearly found the teleconference to be interesting, useful, and clear, and generally superior to other grant proposal workshops they have attended.They also reported that they were delighted with the information packet, and pleased with the convenience and technical performance of the reception sites. Most importantly, 90% of the participants said they would attend another CAPP teleconference.

- The teleconference succeeded in inviting high-quality proposals for CAPP Planning Grants, particularly from areas which had not previously received CAPP grants (Objective #1). *Planning Your Partnership* stimulated funding proposals in quantity and quality comparable to those of CAPP's second cycle, and received a substantial (but undetermined) number of proposals from areas which had not previously received CAPP grants. Participants' reports that 59% were attending their first grant proposal workshop indicate clearly that the teleconference reached a significantly large new audience.

- The teleconference succeeded in informing California educators about CAPP (Objective #2). The evaluation process did not address the amount of new information participants received about CAPP. Nevertheless, the numbers of registered reception sites and participants, combined with participants' positive reports on the content of presentations, indicates that the teleconference achieved this objective. Moreover, CAPP could extend these results through future screenings of the edited video program of the teleconference, and publication of an article about the teleconference.

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[2] The California State Department of Education has estimated recently that, of 7,000 school sites in the state, at least 1,000 have either "primary" reception capability (*i.e.*, they have a satellite reception antenna in place) or "secondary" reception capability (*i.e.*, they have access by cable, microwave, or ITFS to someone else's primary reception capability).

- The teleconference succeeded in providing experience with teleconferencing techniques (Objective #3). The present report documents the *Planning Your Partnership* teleconference, and suggests some of the experiences gained through this teleconference. For example:

    - Participants provided numerous positive criticisms about the design of the teleconference, and also offered constructive advice. Their suggestions for change might be summarized as "Use the Medium More Effectively." The design of virtually any presentation could be improved, of course, so continued attention to design issues would be appropriate. The participants' negative criticisms and suggestions for change provides evidence of their awareness of the characteristics of effective and efficient presentations, and their high expectations.

    - Some participants expressed interest in longer opportunities for interaction with the panelists. As indicated elsewhere, *Planning Your Partnership* devoted about 20% of its time to interaction, and 80% to presentation. The "best" balance between these basic aspects of a teleconference will depend on the complexity of the subject matter, the number of participants, the familiarity of the participants' with the subject matter, the duration of the teleconference, and other variables. Accordingly, related design decisions must be made on case-by-case basis.

    - The direct cost/participant of *Planning Your Partnership* was about three times that of an in-person workshop. However, the teleconference provided enhanced presentations, yielded additional outcomes, reached four times as many educators, and almost certainly reduced participants' costs significantly. Analysis indicates an apparent shift of costs from participants to CAPP, with the likely result that the teleconference's total cost/participant was well below the level of the typical, in-person workshop. The desirability of such cost-shifting of course is a policy issue.

In conclusion, the *Planning Your Partnership* teleconference achieved all of its formally stated objectives, plus additional objectives (*e.g.*, providing clear, useful, and interesting information) which were implicit in its design.

CAPP Teleconference - Task Analysis

TRANSMISSION PLANNING

PLANNING (from 11/30/88)

Task	Assigned to	Deadline
☐ Plan teleconference (in Sacramento))	DH & TK	11/30
☐ Prepare rough script & task analysis)	TK	12/5
☐ Discuss plans, script, main points (in Long Beach)	DH & TK	12/5
☐ Identify main points (telephone conference)	DH & TK	12/10
☐ Review main points w/Galligani, Solis, Wainwright	DH	
☐ Review main points w/Gomez & Casselman	DH	
☐ Review main points w/Pacheco & Lundstrom	TK	
☐ Review Reynolds' main points w/CSU Public Affairs	DH	12/9
☐ Review Hughes' main points w/CSU Leg. Liason	DH	12/9
☐ Request biographical info & photos (Reynolds & Hughes)	DH	12/16
☐ Gather biographical info. (panelists)	DH	12/16
☐ Develop full narrative; reduce to outline	DH & TK	
☐ Complete 1st draft of script	TK	12/14
☐ Approve 1st draft	DH	12/15
☐ Send 1st draft to UMS & panels for comments	TK	12/16
☐ Comments on 1st draft	DH& UMS	12/23
☐ Incorporate changes by DH and UMS	TK	
☐ Specify graphics (as needed)	TK	1/3
☐ Prepare 2nd draft of script	TK	
☐ Approve 2nd draft	DH	
☐ Send revised 2nd draft to CAPP, UMS, & panels	TK	1/3
☐ Comments on 2nd draft	DH & UMS	1/6
☐ Incorporate changes by DH and UMS	TK	
☐ Incorporate changes in Reynolds and Hughes scripts	TK	
☐ Receive and incorporate UMS staff comments	TK	
☐ Prepare final draft of script	TK	1/13
☐ Meet with UMS staff to finalize script	TK	1/13
☐ Prepare scenarios for field video segments	TK	1/13
☐ Add technical notes to script	UMS	2/22
☐ Report progress to Committee (in Long Beach)	TK	1/19-20

CAPP Teleconference - Task Analysis

RECEPTION PLANNING

SITE DEVELOPMENT

☐	Mail announcement of RFP & teleconference	DH	12/12
☐	Secure mailing list of prospective sites from UMS	TK	12/9
☐	Draft letter to prospective sites/site coordinators	TK	12/9
☐	Discuss & refine letter to prospective sites	TK & DH	12/11
☐	Approve and sign letter for mailing	DH	12/12
☐	Print and mail letter to prospective sites	Lori	12/14
☐	Respond to inquiries from site coordinators	TK	tba
☐	Telephone follow-up to non-responding sites	TK	1/6
☐	Send list of participating sites to Publications	TK	1/9
☐	Prepare 2nd draft of RFP	DH	
☐	Comment on 2nd draft of RFP	TK	12/30
☐	Prepare final draft of RFP	DH	
☐	Draft teleconference flyer	TK	12/16
☐	Prepare teleconference flyer	DH/Pubs	1/11
☐	Print and mail RFP and flyer	Lori	2/1
☐	Respond to routine inquiries (coordinate with TK)	Lori	tba
☐	Send confirmation letter to reception sites	TK/Lori	2/1
☐	Register "late" reception sites	TK	2/16

PARTICIPANTS' PACKETS

☐	Draft teleconference evaluation feedback form	TK	12/14
☐	Approve teleconference evaluation feedback form	DH & RM	12/16
☐	Design Resource Guide cover	DH/Pubs	12/16
☐	Prepare participants' packets	DH & TK	2/8
	• Teleconference Agenda (with Panelists' biographies)	TK	2/8
	• CAPP Brochure	(existing)	
	• Request for Proposals	(existing)	
	• Edit Resource Guide for Academic Partnerships	DH	2/8
	• CAPP Mission Statement	DH	
	• Galligani Report (excerpt)	(existing)	
	• Bibliography on Academic Partnerships	(existing)	
	• Directory of Current Projects	(existing)	
	• Teleconference Evaluation Form	TK	2/8
	• Order Form for Galligani Report, etc.	TK	2/8
☐	Order printing of 500 copies of packet materials	Lori	2/10
☐	Assemble 500 packets (in CAPP folders)	Lori	2/16
☐	Contact site coordinators for number of participants	TK	2/16
☐	Ship appropriate numbers of packets to sites	Lori	2/17

CAPP Teleconference - Task Analysis

IMPLEMENTATION

☐	Send CAPP slide show to UMS for videotaping	DH	1/3
☐	Pre-production of video elements	UMS	1/13
☐	Attend field shoot: Assemblywoman Hughes	Jensen	1/23-27
☐	Attend field shoot: CSU Chancellor Reynolds	R. Mills	1/23/27
☐	Evaluate Santa Ana's existing video recordings	TK	tba
☐	Produce video recordings (in Santa Ana and Santa Cruz)	TK	tba
☐	Record scenes of Gateways Project (in Santa Cruz)	UCSC	1/21-26
☐	Record scenes of Project STEP (in Santa Ana)	SAUSD/UCI	1/17-30
☐	Screen raw video footage; prepare edit list, w/time codes	TK	tba
☐	Rough edit raw video footage	TK/UCSC	tba
☐	Final edit, video inserts	TK/UCSC	by 2/16
☐	Deliver (6-8) edited video inserts to UMS	TK	2/16
☐	Specify illustrated graphic needs for UMS	DH & TK	2/1
☐	Specify alphanumeric graphic needs for UMS	TK	2/16
☐	Produce videotape of CAPP slide show	UMS	by 2/16
☐	Review video inserts, graphics, and setting with UMS	TK	by 2/16
☐	Meet with UMS staff & panelists (in Sacramento)	TK	2/22
☐	Attend Rehearsal (9:00 a.m. to 1:30 p.m.)	TK	2/23
☐	Moderate Teleconference (2:00 a.m. to 4:00 p.m.)	TK	2/23
☐	Present CAPP and Showcase Projects	Panel	2/23
☐	Follow-up Telephone Consultations (4:00 - 5:00 p.m.)	Panel	2/23

FOLLOW-UP

☐	Send thank-you letter to reception sites	TK/Lori	3/16
☐	Gather and tabulate responses to evaluation form	TK	3/16
☐	Report to Outreach Committee (in Long Beach)	TK	3/16
☐	Report to Advisory Committee (in Long Beach)	TK	3/17
☐	Reproduce & mail (loan) videotapes & packets	Lori	tba
☐	Write article for publication in selected periodical	TK	tba
☐	Prepare edit list, w/time codes, for "This is CAPP" tape	TK	tba
☐	Re-edit videotape for additional uses	TK & UMS	tba

STANDARD AGREEMENT — APPROVED BY THE ATTORNEY GENERAL

STD. 2 (REV. 7/88)

CONTRACT NUMBER: 49880088
AM. NO.:
CONTRACTOR'S STATE I.D. NUMBER:

☐ CONTRACTOR
☐ STATE AGENCY
☐ DEPT. OF GEN. S
☐ CONTROLLER
☐
☐
☐

THIS AGREEMENT, made and entered into this 1st day of January, 19 89 in the State of California, by and between State of California, through its duly elected or appointed, qualified and acting

TITLE OF OFFICER ACTING FOR STATE: Procurement & Supp. Serv. Off.
AGENCY: Trustees of the California State Univ. hereafter called the State, and

Thomas J. Karwin SS# 047-26-1375 (7), hereafter called the Contracto

WITNESSETH: That the Contractor for and in consideration of the covenants, conditions, agreements, and stipulations of the Sta hereinafter expressed, does hereby agree to furnish to the State services and materials, as follows:

(Set forth service to be rendered by Contractor, amount to be paid Contractor, time for performance or completion, and attach plans and specifications, if any.)

Contractor agrees to coordinate the California Academic Partnership Program (CAPP) teleconference ("Planning Your Partnership") scheduled for broadcast February 23, 1989 at University Media Services, CSU, Sacramento. Contractor shall also coordinate the showcase projects shot on location in Watsonville and Santa Cruz.

Following are the tasks and deliverables and their respective due dates:

1. Final shooting script - January 20, 1989
2. Completion of teleconference - February 23, 1989
3. Final report to CAPP Advisory Committee, written in the form of a case book outlining the process, costs and outcomes of conducting the teleconference and presented formally to the Advisory Committee at its March meeting - March 17, 1989

CONTINUED ON 1 SHEETS, EACH BEARING NAME OF CONTRACTOR AND CONTRACT NUMBER.

The provisions on the reverse side hereof constitute a part of this agreement.

IN WITNESS WHEREOF, this agreement has been executed by the parties hereto, upon the date first above written.

STATE OF CALIFORNIA	CONTRACTOR
AGENCY Trustees of The California State University	CONTRACTOR (IF OTHER THAN AN INDIVIDUAL, STATE WHETHER A CORPORATION, PARTNERSHIP, ETC.) Thomas J. Karwin
BY (AUTHORIZED SIGNATURE) X Lemuel A. Lomack	BY (AUTHORIZED SIGNATURE) X Thomas J. Karwin
PRINTED NAME OF PERSON SIGNING Lemuel A. Lomack Procurement & Support Services Officer	PRINTED NAME AND TITLE OF PERSON SIGNING THOMAS J. KARWIN, CONTRACTOR
TITLE for Dr. Herbert L. Carter Executive Vice Chancellor	ADDRESS P. O. Box 7600 Santa Cruz, CA 95061-7600

AMOUNT ENCUMBERED BY THIS DOCUMENT: $ 11,000.00
PRIOR AMOUNT ENCUMBERED FOR THIS CONTRACT: $
TOTAL AMOUNT ENCUMBERED TO DATE: $ 11,000.00

PROGRAM/CATEGORY (CODE AND TITLE): Instruction
FUND TITLE: General
(OPTIONAL USE): 111245-5520

ITEM	CHAPTER	STATUTE	FISCAL YEAR
6610-001-001	313	1988	1988/89

OBJECT OF EXPENDITURE (CODE AND TITLE): Partner Prog. - Contractual Services

I hereby certify upon my own personal knowledge that budgeted funds are available for the period and purpose of the expenditure stated above.

T.B.A. NO.:
B.R. NO.:

SIGNATURE OF ACCOUNTING OFFICER: X Hunter
DATE: 1-24 89

Department of General Services Use Only

I HEREBY CERTIFY THAT ALL CONDITIONS FOR EXEMPTION HAVE BEEN COMPLIED WITH AND THAT THIS AGREEMENT IS EXEMPT FROM APPROVAL BY THE CHANCELLOR'S OFFICE AND THE DEPARTMENT OF GENERAL SERVICES.

DATE 02.07.89

Lemuel A. Lomack
PROCUREMENT & SUPPORT SERVICES OFFICER

88 490

4. Completion of article and re-editing of video taping - June 1, 1989

The term of this Agreement shall be January 2, 1989 through June 1, 1989.

The Contractor shall report to or Dr. Ralph Mills, Academic Affairs, Research and Development.

Compensation for services shall be a fixed-price of Eleven Thousand Dollars and no/100 ($11,000.00).

Upon completion, and approved by CSU, of the following tasks, Contractor may submit invoices as follows:

Task 1 (1/20/89)	$3,500.00
Task 2 (2/23/89)	$3,500.00
Task 3 (3/17/89)	$2,000.00
Task 4 (6/1/89)	$2,000.00

Upon completion of Contractor's services to the satisfaction of the State and receipt of an invoice, in triplicate, by the CSU Accounts Payable department, the State shall pay Contractor the amount due as promptly as reasonably possible but no later than 90 calendar days after such completion and receipt of invoice.

Invoices shall be submitted in arrears to the Accounting Office, Trustees of The California State University, 400 Golden Shore, Room 102, Long Beach, California 90802-4275. The Agreement number is to be included on each invoice and the final invoice shall be marked as such.

The Contractor agrees to comply with the provisions of the Nondiscrimination Clause (Standard Form 17A) and the Statement of Compliance (Standard Form 19) which by this reference shall be incorporated and made a part hereof.

The Contractor remains an independent Contractor, not an employee of the State, under the terms of this Agreement, and as such, is not entitled to unemployment or workers' compensation insurance benefits from the State as a result of this personal services contract.

By signing this contract, the Contractor swears under penalty of perjury that no more than one final unappealable finding of contempt of court by a Federal court has been issued against the Contractor within the immediately preceding two-year period because of the Contractor's failure to comply with an order of a Federal court which orders the Contractor to comply with an order of the National Labor Relations Board.

Contracting parties shall be subject to the examination and audit of the Auditor General for a period of three years after final payment under the Agreement.

The State reserves the right to cancel this Agreement at any time upon 30 days written notice to the Contractor.

STATE OF CALIFORNIA
STD. 17A (New 5/83)

NONDISCRIMINATION CLAUSE

(OCP - 1)

1. During the performance of this contract, contractor and its subcontractors shall not unlawfully discriminate against any employee or applicant for employment because of race, religion, color, national origin, ancestry, physical handicap, medical condition, marital status, age (over 40) or sex. Contractors and subcontractors shall insure that the evaluation and treatment of their employees and applicants for employment are free of such discrimination. Contractors and subcontractors shall comply with the provisions of the Fair Employment and Housing Act (Government Code, Section 12900 et seq.) and the applicable regulations promulgated thereunder (California Administrative Code, Title 2, Section 7285.0 et seq.). The applicable regulations of the Fair Employment and Housing Commission implementing Government Code, Section 12990, set forth in Chapter 5 of Division 4 of Title 2 of the California Administrative Code are incorporated into this contract by reference and made a part hereof as if set forth in full, Contractor and its subcontractors shall give written notice of their obligations under this clause to labor organizations with which they have a collective bargaining or other agreement.

2. This contractor shall include the nondiscrimination and compliance provisions of this clause in all subcontracts to perform work under the contract.

STATEMENT OF COMPLIANCE

STD. 19 (Rev. 3-87)

COMPANY NAME

The company named above (hereinafter referred to as "prospective contractor") hereby certifies, unl specifically exempted, compliance with Government Code Section 12990 and California Administrative Cod Title 2, Division 4, Chapter 5 in matters relating to the development, implementation and maintenance of nondiscrimination program. Prospective contractor agrees not to unlawfully discriminate against any employ or applicant for employment because of race, religion, color, national origin, ancestry, physical handica medical condition (cancer related), marital status, sex or age (over forty).

CERTIFICATION

I, the official named below, hereby swear that I am duly authorized to legally bind the prospective contractor the above described certification. I am fully aware that this certification, executed on the date and in the count below, is made under penalty of perjury under the laws of the State of California.

NAME OF OFFICIAL: THOMAS J. KARWIN

DATE EXECUTED: FEBRUARY 1, 1989

EXECUTED IN THE COUNTY OF: SANTA CRUZ

PROSPECTIVE CONTRACTOR SIGNATURE: Thomas J Karwin

PROSPECTIVE CONTRACTOR TITLE: N/A

PROSPECTIVE CONTRACTOR FEDERAL EMPLOYER I.D. NUMBER: SS# 047-26-1375

B-4

FINAL

Contract Services Division
California State University 6000 J Street/Sacramento, CA 95819-2694
(916) 278-6635

INVOICE NUMBER C 05076

DATE 04/11/89

P.O. NO.

ORDER NO.

TERMS: Net Cash - 15 Days From Date of Invoice

SOLD TO
The California State University
Office of the Chancellor
400 Golden Shore
Long Beach, CA 90802-4275
Attention: Deborah Hancock

DESCRIPTION

Reimbursement requested for the services rendered or the items purchased from the UNIVERSITY MEDIA SERVICES at California State University-Sacramento.

Services: Manage, produce and transmit statewide teleconference, "Planning Your Partnership", on February 23, ~~1988.~~ 1989.

Teleconference Preparation & Development	$1,300.00
Teleconference Production Services (Segment production & final program and edit down)	6,700.00
Satellite Spacetime/Uplink Services (& telephone) 2.5 Hrs.	1,600.00
Teleconference Studio Use 7 Hrs.	2,100.00
Total Direct Costs	$11,700.00
15% Indirect Costs	1,755.00
Total	$13,455.00

TOTAL AMOUNT DUE: $13,455.00

Approved for Payment:
Ralph D. Mill

Date: April 21, 1989

Agreement # : 49880094

WE APPRECIATE YOUR BUSINESS

PLEASE RETURN WHITE COPY WITH YOUR REMITTANCE

FOR HORNET FOUNDATION USE ONLY

PEID	PROJ	OBJ	AMT
011678	8868	1211	13455.00

White (2) Customer • Green CR • Blue File GNC • Pink Master

C-1 41

BACK-UP

California State University, Sacramento

6000 J STREET, SACRAMENTO, CALIFORNIA 95819-2694

UNIVERSITY MEDIA SERVICES
(916) 278-5764

TRUSTEES CALIFORNIA
STATE UNIVERSITY
RECEIVED
DEC 21 1988
CALIFORNIA ACADEMIC
PARTNERSHIP PROGRAM

December 15, 1988

Deborah Osen Hancock
The California State University
Office of the Chancellor
400 Golden Shore
Long Beach, CA 90802-4275

Dear Debbie,

I'm writing you on my way out he door for two weeks of sun and fun in Florida.

I have attached a draft Standard Agreement for your review outling the proposed CAPP teleconference. The production (estimated at $18,000.00) budget is tight and if we assume an Interagency Agreement overhead cost of 25% we will exceed your $20,000.00 allocation.

The alternatives are as follows:

1. Reduce overhead cost from 25% to 15% or less.
2. Limit the Showcase Project to the Santa Cruz site. Leaving out Watsonville should save us about $6,500.00. Travel costs really eat up this budget!
3. Increase the budget by aproximately $2,500.00.

Please give me a call after January 3, 1988 or feel free to chat with Michaeline Veden next week.

Have a happy and healthy holiday!!

Sincerely,

Spencer A. Freund
Director

SAF/ecs

C-2

STANDARD AGREEMENT — APPROVED BY THE ATTORNEY GENERAL

STATE OF CALIFORNIA
STD. 2 (REV. 6-81)

☐ CONTRACTOR
☐ STATE AGENCY
☐ DEPT. OF GEN. SER.
☐ CONTROLLER
☐
☐
☐

THIS AGREEMENT, made and entered into this ________ day of ______________, 19___, in the State of California, by and between State of California, through its duly elected or appointed, qualified and acting

TITLE OF OFFICER ACTING FOR STATE	AGENCY	NUMBER

hereafter called the State, and

hereafter called the Contractor.

WITNESSETH: That the Contractor for and in consideration of the covenants, conditions, agreements, and stipulations of the State hereinafter expressed, does hereby agree to furnish to the State services and materials, as follows:

(Set forth service to be rendered by Contractor, amount to be paid Contractor, time for performance or completion, and attach plans and specifications, if any.)

WHEREAS, the California State University (CSU), Office of the Chancellor, hereinafter referred to as the "Agency" desires to present a CAPP Research Funding Proposal (RFP) teleconference statewide via satellite technology, and

WHEREAS, The Hornet Foundation and its agent, University Media Services (UMS) center of California State University, Sacramento (CSUS) hereinafter referred to as the "Contractor" has the personnel, facilities and equipment necessary to manage, produce, transmit and establish satellite receive sites.

NOW THEREFORE, in consideration of the above premises and the mutual covenants and agreements hereinafter specified, the parties agree to perform in accordance with the provisions, terms and conditions set forth herein, including Exhibit "A," attached, which is hereby included and made a part of this Agreement.

The duration of this Agreement commences upon receipt of approved contract and terminates February 28, 1989.

The provisions on the reverse side hereof constitute a part of this agreement.

IN WITNESS WHEREOF, this agreement has been executed by the parties hereto, upon the date first above written.

STATE OF CALIFORNIA	CONTRACTOR
AGENCY	CONTRACTOR (IF OTHER THAN AN INDIVIDUAL, STATE WHETHER A CORPORATION, PARTNERSHIP, ETC.)
BY (AUTHORIZED SIGNATURE) ▶	BY (AUTHORIZED SIGNATURE) ▶
TITLE	TITLE
CONTINUED ON ___ SHEETS, EACH BEARING NAME OF CONTRACTOR	ADDRESS

Department of General Services
Use Only

AMOUNT ENCUMBERED $	PROGRAM/CATEGORY (CODE AND TITLE)			FUND TITLE
UNENCUMBERED BALANCE $	(OPTIONAL USE)			
ADJ. INCREASING ENCUMBRANCE $	ITEM	CHAPTER	STATUTE	FISCAL YEAR
ADJ. DECREASING ENCUMBRANCE $	OBJECT OF EXPENDITURE (CODE AND TITLE)			

I hereby certify upon my own personal knowledge that budgeted funds are available for the period and purpose of the expenditure stated above.	T.B.A. NO.	B.R. NO.
SIGNATURE OF ACCOUNTING OFFICER ▶	DATE	

I hereby certify that all conditions for exemption set forth in State Administrative Manual Section 1209 have been complied with and this document is exempt from review by the Department of Finance.

SIGNATURE OF OFFICER SIGNING ON BEHALF OF THE AGENCY ▶	DATE

Payment schedule shall be in accordance with attached terms and condiitons, marked Exhibit "A." Invoices shall be mailed to Dr. Deborah Hancock, California State University, CAPP, 400 Golden Shore, Long Beach, California 90802. Total cost of this Agreement shall not exceed $ 20,000 and includes all agent fees, applicable federal, state, and local taxes in connection with all video production services, equipment, materials, rights, transportation and processing.

Payment schedule:	50% upon execution of the Agreement
	50% upon completion of the Project

Said consideration has been computed in accordance with Section 8760 of the State Administrative Manual. Nothing herein contained shall preclude advance payments pursuant to Article I, Chapter 3, Part 1, Division 3, Title 2, Government Code.

The attached Non-Discrimination Clause (OCP-2) marked Exhibit "C," is incorporated herein by reference and made a part of the Agreement.

EXHIBIT "A"

Terms and Conditions

I. Contractor (Hornet Foundation) shall:

A. Provide video origination services and systems as required for the production of a two (2) hour teleconference as follows:

1) Transfer an eight minute audio/slide presentation to video using dual projector techniques.

2) Produce and provide satellite opening/closing billboards.

3) Engage Electronic Field Production.

- Chancellor Reynolds opening statement shot in Long Beach
- CAPP showcase projects shot on location in Watsonville and Santa Ana

4) Execute editing and post production as required by above elements including music.

5) Implement a CAPP's logo set piece.

6) One day prior to telecast, schedule studio rehearsal time for the teleconference host in presentation of "on-air" techniques.

7) Coordinate talent and telecast rehearsal on the day of the event.

8) Establish studio faxs for the "on-air" telecast including telephone interaction.

B. Arrange and coordinate 2 1/2 hours of satellite time and uplinking services using "C" band technology on February 23, 1988. Space time shall be booked as 1:30 P.M. (test), 2:00 to 4:00 P.M., PST (Program).

C. Polish scripts, in terms of TV techniques supplied by the Agency.

D. Record the teleconference on one 3/4" and two VHS videocassettes.

II. Agency (CSU) shall:

A. Provide an outline, treatment and/or detailed script (rough and finished) required to organize and produce the teleconference videotape elements (i.e. Chancellor's opening and the showcase projects) and the actual "live" telecast.

B. Organize and schedule the participation of Electronic Field Production participants and sites.

C. Organize, schedule and select "on-air" host and guests for the "live" telecast.

D. Develop and circulate non-print materials deemed essential to the project prior to the telecast.

III. Both parties agree:

A. Upon execution of this Agreement, Contractor shall be authorized to procede with the teleconference and production process. Any changes requested by Agency after their sign-off approval will be subject to out-of-pocket production costs and shall not be covered by this Agreement. Agency agrees to pay such additional expenses as mutually agreed upon and evidenced by a separate letter of understanding to be signed by both parties.

B. To work collaboratively to ensure that the teleconference is completed in accordance with the terms of this Agreement and as per the timeline and program rundown attached herein.

C. That the telecast and the videotape and all its collateral materials are the sole property of the Agency and shall be considered by the Hornet Foundation as "work-for-hire." Contractor shall have no authority to act on behalf of Agency without its expressed approval in writing.

E. No alteration or variation of the terms of this Agreement shall be made by either party or shall be valid unless made in writing and signed by the parties hereto, and no oral understanding or agreement not incorporated herein, shall be binding on any of the parties hereto.

F. That the payment schedule be as follows:

1) First payment of $10,000 upon signing of the contract by the Agency.

2) Final payment of $10,000 upon completion of the teleconference event and delivery of the videotapes.

G. To assign authorized contracts directly responsible for executing the projects:

Agency	**Contractor**
Deborah O. Hancock Director, CAPP	Spencer A. Freund Director, University Media Services
Phone: 213/590-5379	Phone: 916/278-5764

H. That Contractor agrees to defend, indemnify and hold Agency harmless from all claims arising from the personnel, services, materials, rights, releases, licenses, transportation, or other items required to be obtained, furnished or supplied by Contractor provided, however, that Agency agrees to defend, indemnify and hold Contractor harmless from all claims arising from the personnel, facilities or equipment supplied by Contractor pursuant to this Agreement.

I. That the contract may be terminated by either party by giving fifteen (15) days written notice to said other party. In the event of such termination, the Contractor shall be entitled to payment for costs incurred to the date of the termination inclusive. Contractor shall deliver to the Agency the videotape or matewrials in whatever stage of completion, within five (5) days of the written notice of contract termination.

J. That the Contractor shall not be held liable for delay or failure in completion of the videotapes for events beyond the control of Contractor including, but not limited to, war, fire, flood, strikes or other labor disturbances, acts of God, government order, regulations, requirements or other similar acts, and Contractor shall be excused from completion to the extent that completion is prevented by any act beyond its control.

IN WITNESS WHEREOF, that parties have caused this Agreement to be executed by their duly authorized officers on the date noted and written in above.

CALIFORNIA STATE UNIVERSITY

______________________________, ______________________________
Name Title

____
Date

HORNET FOUNDATION

______________________________, ______________________________
Name Title

____
Date

EXHIBIT "B"

Cost Breakdown

Teleconference Preparation and Development	$ 4,000.00
Teleconference Post Production Services	10,900.00
Satellite Spacetime/Uplink Services and Telephones	1,600.00
Teleconference studio	1,500.00
Subtotal	18,000.00
Administration (Indirect Costs ?)	
GRAND TOTAL	

Exhibit "C"

NONDISCRIMINATION CLAUSE
(OCP - 2)

1. During the performance of this contract, the recipient, contractor and its subcontractors shall not deny the contract's benefits to any person on the basis of religion, color, ethnic group identification, sex, age, physical or mental disability, nor shall they discriminate unlawfully against any employee or applicant for employment because of race, religion, color, national origin, ancestry, physical handicap, mental disability, medical condition, marital status, age or sex. Contractor shall insure that the evaluation and treatment of employees and applicants for employment are free of such discrimination.

2. Contractor shall comply with the provisions of the Fair Employment and Housing Act (Government Code, Section 12900 et seq.), the regulations promulgated thereunder (California Administrative Code, Title 2, Section 7285.0 et seq.), the provisions of Article 9.5, Chapter 1, Part 1, Division 3, Title 2 of the Government Code (Government Code, Sections 11135-11139.5) and the regulations or standards adopted by the awarding State agency to implement such article.

3. Recipient, contractor and its subcontractor shall give written notice of their obligations under this clause to labor organizations with which they have a collective bargaining or other agreement.

4. The contractor shall include the nondiscrimination and compliance provisions of this clause in all subcontracts to perform under the contract.

AGREEMENT # 41880017
AMENDMENT #

REQUEST FOR CONTRACTUAL SERVICES

REQUESTOR'S SIGNATURE Ralph D Mills DATE 3/9/89 DEPT. CAPP

SERVICE TO BE PERFORMED or CHANGE IN CONTRACT (Include specific tasks, milestones, deliverables, etc. If Amendment, include detail and reason for change. Attach additional sheet if necessary.)

Provide video recording and editing services for six to eight video sequences, each two to three minutes duration, for incorporation into the satellite teleconference, "Planning Your Partnership," to be presented byuthe California Academic Partnership Program on 2/23/89.

PERSON RESPONSIBLE FOR ADMINISTERING CONTRACT Dr. Ralph D. Mills

TERM OF CONTRACT (State estimated beginning and ending dates.) 1/10/89 through 2/23/89

ESTIMATED COST OF SERVICES/AMENDMENT $ 2,500.00 AMENDED AMOUNT OF CONTRACT $

BASIS FOR RATE Fixed-price

SUGGESTED BIDDERS (Names and addresses of at least three)

N/A

SOLE SOURCE JUSTIFICATION (If applicable. Attach additional sheet, if necessary.)

N/A

REQUEST FOR EXEMPTION FROM ADVERTISING (If applicable. Attach additional sheet, if necessary. If contract amount is $100,000 or more the request should be submitted on a Request for Exemption from Contract Advertising (Form 821).

N/A

ATTACH REQUEST FOR PROPOSAL (RFP) OR INVITATION FOR BID (IFB). (NOT APPLICABLE TO INTERAGENCY AGREEMENTS.)

****

AUTHORIZATION TO FUND CONTRACT

VICE CHANCELLOR'S SIGNATURE DATE

Contact Name: Dennis Speer, Coordinator of Social Sciences Media Lab

NAME OF CONTRACTOR University of California, Santa Cruz

CONTRACTOR'S ADDRESS Kerr Hall, Room 47, Santa Cruz, CA 95064

SOCIAL SECURITY NO. IF AN INDIVIDUAL, STATE EMPLOYEE? YES NO

AMOUNT OF CONTRACT OR AMENDMENT $ 2,500.00

PAYMENT SCHEDULE In arrears

Note: If progress payments are to be made, they must be commensurate to work done up to the time of payment. Therefore, include a schedule for deliverables or milestones. Attach additional sheet, if necessary.)

D-1

Purchase Order Specifications for Video Production Services
to be provided by the
Social Sciences Media Laboratory, University of California, Santa Cruz

Provide video recording and editing services for six-to-eight video sequences, each two-to-three minutes' duration, for incorporation in the satellite teleconference, "Planning Your Partnership," to be presented by the California Academic Partnership Program (CAPP) on February 23, 1989.

a. Record scenes of the CAPP Gateways Project activities on the University of California, Santa Cruz campus and in the Pajaro Valley Unified School District. Specific activities, dates, and locations to be determined. Provide personnel, and all required video, audio, and 3/4" recording equipment, videotape and other supplies.

b. Edit scenes recorded in (a), above, and U-Matic video recordings of CAPP's Project STEP (to be provided by the Santa Ana Unified School District). Provide personnel, and all required 3/4" editing systems, SMPTE time coding, window dubs, and videotape and other to yield (1) 3/4" edited master, with count-downs between sequences, and (1) 3/4" copy and (2) VHS copies of the edited master videotape.

All work is to be performed by qualified personnel, using equipment capable of yielding edited 3/4" recordings of technical quality suitable for satellite transmission. All recordings are to be completed on or about January 31, 1989, and all editing is to be completed by February 17, 1989.

Recording and editing work will be supervised by the Teleconference Coordinator, Thomas Karwin, assisted by Ms. Robin Casselman, of UC Irvine. The Teleconference Coordinator will secure all required permissions and clearences, attempt to arrange suitable background music for use in the editing process, and provide suitable credits (to be agreed upon mutually) for services provided by The University of California, Santa Cruz.

Unedited video footage provided by the Santa Ana Unified School District will remain the property of that District, and will be provided by February 17th, 1989 to the Teleconference Coordinator.

All video recordings and edited materials provided or prepared by UC, Santa Cruz will be the property of The California State University, and will be provided by February 17th, 1989 to the Teleconference Coordinator

Charges for these services are not to exceed $5,000, billed as follows:
50% (not to exceed $2,500) to The California State University,
50% (not to exceed $2,500) to The University of California, Irvine.

T. Karwin

1/16/89

CAPP Teleconference
Program Rundown

SEG.	CONTENT	Seg. Length	Program Length
I.	Welcome/Open	3:00	3:00
II.	Overview: What is CAPP?	9:30	12:30
III.	Overview: The RFP	18:00	30:30
IV.	Question & Answer	20:00	50:30
V.	BREAK	10:00	60:30
VI.	Showcase of Projects	40:00	100:30
VII.	Question & Answer	10:00	110:30
VIII.	Resources Available & What's Next?	5:00	115:30
IX.	Question & Answer	3:00	118:30
X.	Close/Credits	1:30	120:00

FINAL SCRIPT - January 3, 1989

PLANNING YOUR PARTNERSHIP

a statewide teleconference

presented by

The
California Academic Partnership Program

February 23, 1989

F

Notes

1. This script is "final," for planning purposes, but it continues to be modifiable in its details. In particular, the statements presented for each of the participants are intended as outlines: the speakers are encouraged to express themselves in their own words.

2. Similarly, the video sequences from the Showcase Project sites are still under discussion. The final number and form of these sequences could be substantially different from the present draft.

3. This script includes an abbreviation, "CG," which stands for "character generator," a device used to produce alphanumeric displays for incorporation in the video presentation. Uses of this term denote such displays, as indicated in the video "frame" immediately above.

4. By contract, the term, "graphic," is used to identify flat materials that are placed on a table surface, beneath an overhead camera, for display to the audience. The respective speakers manipulate these materials directly.

5. The term, "super," is short for "superimposition," and generally refers to a specific, character-generated ("CG") display which is to be superimposed on a "live action" scene.

F

AUDIO	VIDEO
(MUSIC)	VIDEO #1a: UMS Opening Sequence.
ANNOUNCER: Live—from Sacramento —the California Academic Partnership Program presents...	~~T~~he California Academic Partnership Program ~~presents~~ VIDEO #1b: (super)
ANNOUNCER: Planning Your Partnership, a statewide teleconference to invite proposals for CAPP Planning Grants. And now, here is your Moderator for today's teleconference, Tom Karwin.	Planning Your Partnership VIDEO #1c: (super)
MODERATOR KARWIN: Welcome to Planning Your Partnership. For the next two hours, we'll tell you about the California Academic Partnership Program (known as "CAPP"), invite you to request a grant to plan your academic partnership project, and answer questions you phone in.	Thomas Karwin Teleconference Coordinator KARWIN/CG #1: (super)

AUDIO	VIDEO
KARWIN (continues): Welcome to all of you who are receiving today's proceedings by satellite, and who will be participating later by telephone. According to our advance reports, more than 85 sites throughout California are participating today. We'll provide a telephone number for you to use a little later.	KARWIN (new angle)
There's a lot to cover, so let's begin. We're very pleased to open with comments by California Assemblywoman Teresa Hughes, co-author of the legislation that created CAPP, and principal author of a bill that refined the CAPP concept, and by Chancellor Ann Reynolds, of The California State University, which administers CAPP.	
ASSEMBLYWOMAN TERESA HUGHES: Let's consider together some facts about facing education in California: •California is now the most populous state, and it has the most diverse population: 15% of Californians were born in another country.	Assemblywoman Teresa Hughes 47th Assembly District VIDEO #2a: Hughes/CG #2: (super)
• By 1990, California schools will increase by half a million students, many of them "at risk" • However, California ranks about 40th among the states in retaining its youth population until high school graduation.	recorded earlier CG #3: (super)

AUDIO	VIDEO
HUGHES (continues) As a result, far too few California students qualify for college and the kind of preparation they will need to prepare for those knowledge-based jobs which will be most available in the future. Far too many young people in California will lead diminished lives, not because of lack of talent, but because of a multiplicity of factors. What we do know is that many students who don't complete high school are from definable groups: "at-risk" children born into low income homes, homes where no English is spoken, and homes where no one has ever completed high school, let alone college. Many of these are Black, Hispanic, and American Indian homes. Consideration of these problems led to the development of SB 813, the 1983 education reform act, which was co-authored by Senator Gary Hart and me as a way to begin to address them. One of the new programs it established was the California Academic Partnership Program. Later legislation which I sponsored, AB 2398, refined and funded this important concept. The California legislature, through its academic partnership program, annually funds cooperative efforts between school districts and colleges to improve the academic preparation of students for college.	

AUDIO	VIDEO
HUGHES (continues):	
Why fund partnerships? Because we believe that the best thinking about these problems can be done by the educational leaders in the local setting--the teachers, counselors, and administrators in local secondary and postsecondary institutions. They are the closest to the needs of the particular students in that area.	
I'm pleased to have played a part in establishing the California Academic Partnership Program, and can assure you of the state's continuing interest in the important work it is doing.	FADE TO BLACK BRIEFLY, FADE IN TO CHANCELLOR REYNOLDS
CSU CHANCELLOR ANN REYNOLDS:	California State University Chancellor Ann Reynolds. VIDEO #2b: Reynolds/CG #4: (super)
Assemblywoman Teresa Hughes carried the legislation (AB 2398) which refined the California academic partnership concept. In it, the Trustees of The California State University were charged with the responsibility of overseeing the program, in cooperation with the other segments of postsecondary education and the Superintendent of Public Instruction.	VIDEO #2c: Still shots of educators

REYNOLDS (continues):

An Advisory Committee assists us in planning the direction the California Academic Partnership Program will take.

VIDEO #2d: CAPP Advisory Committee

All of us are convinced that the efforts of the state's academic partnership program foster easier communication between our educational segments, and result in better information gathering and decision making as more students are prepared for college, especially those underrepresented in higher education.

VIDEO #2e: Reynolds

How does CAPP accomplish these results? Through its curriculum and assessment projects. Assessment projects help schools obtain diagnostic testing information about their students, and use it to plan instruction. Today, however, we're focusing on the curriculum projects.

•Through CAPP projects, junior and senior high school curriculum is reviewed, and the question asked, "Is this the best way to prepare our students for college?" School-college faculty teams conduct the review, looking at student achievement both in high school and in college.

CAPP Projects

- Curriculum Development
- Staff Development
- Student Support Services
- Partnership Development

CG #5 (incorporated)

AUDIO	VIDEO

REYNOLDS (continues):

Based on the results of the curriculum review, the faculty teams work together to revise or enhance the curriculum. They study the instructional materials and approaches being used, and test alternatives.

- Throughout these activities, the school-college faculty teams engage in staff development activities to enhance their knowledge of the subject matter and ability to present it.

VIDEO #2f: Reynolds

- Through them, junior and senior high school students and their parents also receive timely information about college and career requirements. This information and lots of encouragement comes from many sources--their teachers and counselors, and college and university personnel and students, many of whom are alumni of the same schools the younger students are attending.

SLIDE SHOW NARRATION

VIDEO #2g: CAPP slide show (8")

AUDIO	VIDEO
REYNOLDS (continues):	
CAPP Curriculum Projects are making a difference in their own communities: through them, CAPP is achieving its goals statewide. The California Academic Partnership Program is ready now to begin preparations for its next funding cycle--1990-93.	VIDEO #2h: Reynolds
The CAPP projects are making a difference in their own communities, and helping CAPP achieve its goals statewide. Today's teleconference represents a new approach to sharing information about CAPP, its projects and plans. On behalf of all of us in California secondary and postsecondary education, I invite you to apply for a planning grant, and join us in this important effort. We need school-college partnerships like yours addressing the big issues we all face in California education.	
KARWIN: Thank you, Chancellor Reynolds and Assemblywoman Hughes. comments recorded earlier	KARWIN

AUDIO	VIDEO
KARWIN (continues): Chancellor Reynolds mentioned CAPP's assessment projects. We're focusing, today, on CAPP's curriculum projects but you should also know about CAPP's two current assessment projects: the Mathematics Diagnostic Testing Project and the Writing Diagnostic Testing Project.	
You'll find these informational brochures for these assessment projects in your packet.	GRAPHIC #1: (two brochures)
You can see from your copy of today's agenda that we have a very full program. We'll be inviting your questions by telephone in about fifteen minutes, immediately after these panelists conclude their remarks, so make notes of your questions, and be prepared to give us a call.	KARWIN
We'll have six telephone lines working, and we'll take calls in the order received. An earlier caller might raise the question you have in mind, so you should plan to be ready with a second question.	Another person I'd like to thank is ~~before we begin, [illegible]~~ ~~one person~~ Deborah Hancock, Director of the CAPP - Debbie can't be with us today; she's recuperating from surgery. but she had a major role in planning today's teleconference and will be back at work soon

AUDIO	VIDEO
KARWIN (continues)	
Let's get started with our first panel, which will review the Request for Proposals for CAPP Planning Grants. You might wish to have your copy of this RFP available for reference.	KARWIN and First Panel
Dennis Galligani is the Chairperson of the CAPP Advisory Committee, and the Assistant Vice Chancellor for Academic Affairs at the University of California, Irvine.	Dennis Galligani Assistant Vice Chancellor, Academic Affairs University of California, Irvine GALLIGANI/CG #6: (super)
Hilda Solis is Chairperson of the CAPP Advisory Committee's Subcommittee on Outreach, and the Director of the South Coast EOP/S CAL-SOAP Project, based in Whittier, California.	Hilda Solis Director, CAL-SOAP SOLIS/CG #7: (super)

AUDIO	VIDEO
KARWIN (continues)	
Patricia Wainwright is Vice-Chairperson of the CAPP Advisory Committee, and Acting VP, Academic Affairs ~~the Dean of Student Services~~ at Los Angeles Harbor College.	Acting Vice President, Academic Affairs Patricia Wainwright ~~Dean of Student Services~~ Los Angeles Harbor College WAINWRIGHT/CG #8: (super)
And David Ost is a Special Consultant to CAPP, and Associate Dean of Graduate Studies at California State University, Bakersfield.	Associate Dean David Ost ~~Vice Chancellor~~, Graduate Studies CSU Bakersfield OST/CG #9: (super)
Let's begin with Dennis Galligani, who will tell us what CAPP Planning Grants are, why the Committee is offering them, and who is eligible to receive these grants. Dennis, what is a CAPP Planning Grant?	KARWIN & panelists

AUDIO	VIDEO
DENNIS GALLIGANI:	
A CAPP Planning Grant is a way for a limited number of school-college partnerships to get some outside funding to enable them to work systematically on the development of a proposal for 1990-93 CAPP implementation grant.	GALLIGANI
You need to know that only those partnerships awarded planning grants will be eligible to submit implementation grant proposals.	
During the next academic year these partnerships can focus their efforts on	
•conducting a needs assessment •identifying key resources available to address the needs •developing effective ways of working together as partners •shaping a shared vision of the partnership's mission and its role in shaping the identified needs.	**Planning Activities** • assessing needs • identifying resources • developing a partnership • shaping a shared vision CG #10
In 1990-93 CAPP is looking for projects which demonstrate potential for local and state leadership in addressing curriculum and access issues at junior and senior high schools.	GALLIGANI

AUDIO | **VIDEO**

GALLIGANI (continues):

We are looking for projects with the potential for establishing a leadership role at local and state levels in addressing curriculum and access issues. These projects would address curriculum and access issues by combining curriculum, staff, student and partnership development activities to produce a measurable impact on student preparation for postsecondary education, especially on those students underrepresented in higher education.

We are looking for projects which other districts and postsecondary institutions can learn from, projects which can demonstrate efficient, effective ways to better prepare these students for baccalaureate degree granting programs.

The Advisory Committee has learned through experience that much stronger final proposals result when the proposers have...

• feedback from CAPP during the final proposal development stage,

• time to work together as a team developing the proposal and their partnership, and when

• a cross section of local educational leaders (teachers, counselors, and administrators from schools and colleges) participate in reviewing available data, determining needs, and deciding on the direction their proposal should take.

Advantages of Planning Grants

- feedback during planning
- time to work together
- cross-section of local leaders

CG #11

AUDIO	VIDEO
GALLIGANI (continues): Planning grants provide funds for such purposes as... • bringing people together for concentrated work, like a planning retreat; • hiring substitutes so teachers can participate on planning teams; and • providing extra clerical assistance for gathering data needed by the planning team.	**Some Uses of Planning Grants** • convening planners • freeing teachers to participate • providing clerical assistance CG #12
KARWIN: Dennis, who is eligible to receive a planning grant?	KARWIN & GALLIGANI
GALLIGANI: Public school districts and California postsecondary education institutions who prepare a joint proposal for CAPP funding, and who share a concern about improving the capacity of public schools to prepare and motivate students for baccalaureate degree granting programs.	GALLIGANI

AUDIO	VIDEO
GALLIGANI (continues): Districts and institutions which currently have CAPP projects are eligible to apply for a planning grant, if they propose an entirely new project. However, all things being equal, partnerships which have never received CAPP funding will be given priority. In case you're wondering, districts or postsecondary institutions can submit more than one proposal for a planning grant. However, you should know that no more than two planning grants will be awarded to the same institution or district.	
KARWIN: Thank you, Dennis. Our next important question is, "What should the planning grant proposal contain?" The person who can best address that question is Hilda Solis, chair of the Advisory Committee's Subcommittee on Outreach. Her subcommittee plays a major role in determining the content of CAPP's Request for Proposals.	KARWIN & SOLIS
HILDA SOLIS: Thank you, Tom. The planning grant proposal is a brief concept paper, with a narrative section no more than 10 pages long, which outlines your partnership's qualifications and preliminary plans for your work together.	SOLIS

AUDIO	VIDEO

SOLIS (continues):

Since the purpose of the planning grant ultimately is to produce a proposal for 1990-93 CAPP implementation grant, we have included on page 7 of the RFP a preview of examples of topics the Advisory Committee expects those projects to address. They are included to give you an idea of where you would be going as you develop an implementation grant proposal. We hope they will be helpful as you think about the people who should make up your planning team.

add slide
implementation grant
proposal —
emphasize evaluation

Now, if you will turn to page 4 of the RFP, you can follow along as I describe the elements of the proposal.

The proposal has four elements: the cover page, the narrative section, the timeline and the budget.

Let's look first at the narrative section, which is the heart of the proposal.

Elements of the Planning Grant proposal

- cover page
- narrative
- timeline
- budget

CG #13

The narrative section is the heart of the concept paper, your vision of what your partnership would do next year if it is awarded a planning grant.

• The narrative section begins with a description of who the partners are, what experience they have had with other partnership efforts, and

Proposal Narrative

- **Why this partnership?**
- Why these Schools?
- Why these Subject Areas?
- What is the Mission?
- Who are the Key People?
- What Outcomes are Expected?

GRAPHIC #2a: Reveals first bullet

AUDIO	VIDEO
SOLIS (continues):	
why they're interested in establishing this partnership to work on this project. In other words, why is this partnership particularly well suited to address your project's concerns?	
• Next, the narrative identifies the cluster of target schools (a high school and its feeder middle schools) on which the partnership will focus. It also gives a rationale for selecting this particular cluster, including a clear description of the number of students who will be directly impacted by the project, and	**Proposal Narrative** **• Why this partnership?** **• Why these Schools?** • Why these Subject Areas? • What is the Mission? • Who are the Key People? • What Outcomes are Expected? GRAPHIC #2b: Reveals second bullet
the number of those students who are "underrepresented" in higher education.	
Remember, "underrepresented" students are those from historically underrepresented groups (Black, Hispanic, and American Indian), as well as those from low income homes, and those attending schools with chronically low college attendance rates.	
If a high school has several feeder schools, at the minimum the project should include a majority of those schools in the cluster. If a project wishes to work with more than one cluster, it may.This section answers the questions, Which schools? Why?	

AUDIO	VIDEO
SOLIS (continues):	
• The third part of the narrative section identifies the subject area(s) you've decided to focus on, and explains why your partnership has selected each. In other words, why was this subject area selected, and not some other?	**Proposal Narrative** • **Why this partnership?** • **Why these Schools?** • **Why these Subject Areas?** • What is the Mission? • Who are the Key People? • What Outcomes are Expected? GRAPHIC #2c: Reveals third bullet
• Next the concept paper presents a vision statement. This is a brief statement which identifies the mission that the partners have agreed to accomplish during the planning year. It includes the ideals and purposes they will focus on during the planning year.	**Proposal Narrative** • **Why this partnership?** • **Why these Schools?** • **Why these Subject Areas?** • **What is the Mission?** • Who are the Key People? • What Outcomes are Expected? GRAPHIC #2d: Reveals fourth bullet
It also includes a brief explanation of how the vision statement was developed.	
This section answers the questions, "What does the partnership see as its mission in 1989-90? How was the mission determined? SOLIS (continues):	
• The fifth part of the narrative section identifies key people who will be involved in the planning. These must include teachers, counselors, and administrators at each participating institution. The planning team can include students, parents, members of the local community, other secondary and postsecondary staff.	**Proposal Narrative** • **Why this partnership?** • **Why these Schools?** • **Why these Subject Areas?** • **What is the Mission?** • **Who are the Key People?** • What Outcomes are Expected? GRAPHIC #2e: Reveals fifth bullet

AUDIO	VIDEO
SOLIS (continues): Please identify people by name, title, and institution. Include a brief explanation about why these have been selected to serve on the planning team. This section answers the question: Who will be involved in the planning and why?	
• The final section of the narrative lists the outcomes the partnership expects to achieve in the planning year and includes examples of some of the approaches which the partners will be using to achieve these outcomes. The outcomes must be measurable, so that you and we will clearly know when and how well you've achieved them.	**Proposal Narrative** • **Why this partnership?** • **Why these Schools?** • **Why these Subject Areas?** • **What is the Mission?** • **Who are the Key People?** • **What Outcomes are Expected?** GRAPHIC #2f: Reveals sixth bullet
There you have the six main sections of the narrative: The Partners, The Schools, The Key People, The Vision, The Subject Area or Areas, and The Expected Outcomes.	
Let's look at the section on Expected Outcomes of your Planning Grant (it's very important). Among the expected outcomes you must include • determining the needs of the target students within the selected subject area(s) and for college and career information.	**Expected Outcomes** • determining students' needs • identifying keys to success • analyzing available resources • planning the implementation grant proposal GRAPHIC #3:

AUDIO	VIDEO
SOLIS (continues): Include information on how the partners will decide what data is needed; how they will use the data to select the general and specific needs of the students, and how they will decide if the curriculum is adequately preparing students for college entrance. • identifying "keys to success" in working with and serving all the target populations, including students, parents, faculty, counselors, and administrators. Describe how the partners will identify these "keys to success". • analyzing available resources. Write about how you will identify the people, materials, approaches, and sources of additional information and funding which might help your project meet its proposed goals. Be sure to consider your own experience, and resources within your district and postsecondary institution(s), as well as outside resources, such as the professional literature. • planning the final grant proposal, so it reflects the needs, resources, and "keys to success" the partners have identified. Describe how the partners will determine who will be responsible for developing the final proposal, and how they will develop the proposal to accurately reflect the individual and collective thinking of the partners.	

AUDIO	VIDEO
SOLIS (continues)	
The narrative section of the proposal must be supported by a timeline (see Appendix B), listing key tasks to be addressed during the planning year, and indicating who will be responsible for them. Include approximate dates by which these tasks will need to be completed.	GRAPHIC #4: Appendix B: Timeline
This section answers the question: Who'll need to do what–and when–to see that you achieve your outcomes on time?	
KARWIN: Thank you, Hilda. (TO VIEWERS) In a few minutes, we'll respond to questions you might have about these elements. But first, David Ost will review the remaining elements of the proposal, and the application requirements.	KARWIN and OST
DAVID OST: Thanks, Tom. I'll mention some important elements: the cover page, and the budget.	OST

AUDIO	VIDEO
OST (continues):	
A cover page form is included as Appendix A. A few suggestions: • Be sure the district superintent and college president sign it: otherwise, it will be disqualified. If they have given authorization to someone else to sign grant proposals, include that person's signature,	GRAPHIC #5: Cover page
and a brief footnote explaining that that individual has been authorized to sign.	
• When you're gathering signatures, if it would be easier for you to have separate copies of the cover page for each of the partners to sign, just duplicate the cover page. Just staple all the cover pages at the front of the proposal.	OST
• The fiscal agent can be either the district or the postsecondary institution. Select the agency which can best facilitate payments to those outside of that system, since CAPP funds will no doubt be used to support individuals and activities in each of the partner institutions.	

AUDIO	VIDEO
OST (continues):	
• Finally, there's the budget. Please use the form in Appendix C to show personnel and operating expenses to be covered by your project's CAPP and matching funds.	GRAPHIC #6: Appendix C: Budget
You'll note that the expected amount of the matching funds is not stated in the RFP. However, the Advisory Committee looks for evidence of "substantial" matching funds as a way of measuring the commitment of participating institutions. In-kind contributions are acceptable, as are funds to support meeting costs and teacher involvement in planning. Funds available from other grants may also be used as matching monies.	
You can also include as matching funds financial resources from other sources, such as other governmental agencies, museums, business or industry, community based organizations, foundations, etc.	
The budget helps proposal reviewers understand how you'll use the $4000 planning grant and available matching funds to accomplish your goals during the planning year.	

AUDIO	VIDEO
KARWIN: David, would you tell us about the deadline for planning grant proposals? .	KARWIN and OST
DAVID OST: An original copy of the proposal and six (6) copies are due in the Office of the Chancellor no later than 5 p.m. on Monday, April 3, 1988.	5:00 p.m., April 3, 1989 OST/CG #14: (super)
A few words of caution: • You are taking a big risk if you trust your proposal to regular mails. During the last funding cycle one proposal, mailed in the Los Angeles area, did not arrive at the CAPP office until more than a month past the deadline!	**Words of Caution** • don't use the regular mail • include original signatures • double-space for easy reading • append only essential materials CG #15
We're still wondering where it went--but it was a major disappointment to those who had worked so hard to develop it.	
Incidentally, you will be mailed a notification that your proposal was received--so you don't have to wonder.	

AUDIO	VIDEO
OST (continues): • Be careful to include the cover sheets with the original signatures in the "original" copy of the proposal. The "original" copy may be a computer-generated or typewritten copy. • Be sure the final copies are double-spaced and easy to read (wide margins, key ideas underlined, etc.). The reviewers will be reading many proposals and the easier you make their job, the more they can attend to what you are presenting. • Please keep appendices to a minimum, only those which are absolutely necessary to support information contained in your proposal.	
KARWIN: Thank you, David. Before we invite questions from our audience, we'll ask Patricia Wainwright to address what could be the most important question of all. Patricia, how will proposed projects be selected for funding?	phone lines are now open call (916) 278-7907 KARWIN & WAINWRIGHT/CG #16 (super)

AUDIO	VIDEO
PATRICIA WAINWRIGHT:	
The CAPP Advisory Committee will be looking for partnership projects which • demonstrate their potential for making a significant contribution as leaders in addressing curriculum and access issues;	**Selection Criteria** • potential statewide leadership • **serve underrepresented students** • provide equitable access to CAPP funds GRAPHIC #7
• serve clusters of schools with high enrollments of students underrepresented in postsecondary education;	
• and provide equitable access to CAPP funds in rural, suburban, and urban areas across the state.	
This last point suggests two pieces of information I would like to share with you.	
• First, the Advisory Committee has determined that it is highly unlikely that more than one CAPP planning grant will be awarded to the same school site.	WAINWRIGHT
Further, a district or postsecondary institution may be involved in no more than two planning grants.	
• Second, the Advisory Committee is particularly interested in encouraging proposals from areas of the state which have not yet received CAPP funds.	

AUDIO	VIDEO
WAINWRIGHT (continues):	
This map shows the location of current and past CAPP projects. You can see that there are large areas of the state which have yet to have a CAPP project--in the north, along the central coast, in the "Inland Empire" (Riverside/San Bernardino counties), along the eastern part of the state, and in some larger cities, including San Jose and San Francisco.	CG #17 (or SLIDE?): California map, w/dots representing CAPP projects
The Advisory Committee is hopeful that competitive proposals will be forthcoming from these areas, as well as from other areas throughout the state.	
The Advisory Committee will be assisted in its selection of planning grant recipients by review panels, which will include administrator, faculty, and student services representatives from schools and colleges throughout the state.	WAINWRIGHT
These individuals will be joined by members of the Advisory Committee to form three-person review teams. Every effort will be made to include reviewers from groups underrepresented in higher education and from more than one curricular area, but this information should suggest that it is important not to assume that those reading your proposal will be familiar with the specific curricular area or target students you will be addressing.	

AUDIO | VIDEO

WAINWRIGHT (continues):

Planning grant proposers whom the Advisory Committee will recommend for funding will be notified the last week in May. Formal notification will come once the state budget is signed. Funding will be effective July 1, 1989, but might not be received by the projects until the end of August, or possibly later.

All applicants will be notified by mail no later than June 1, 1989, of the Advisory Committee's funding decisions. All decisions of the Advisory Committee are final.

KARWIN:

Thank you panelists. Please stay with us, to answer any questions our viewers might have.

Now is the time for questions from our audience. The number to call is being shown on the screen now: (916) 278-7907

(916) 278-7907

KARWIN and Panelists/CG #18 (super)

(IF NEEDED)
While we're waiting for our first call, I have a question. I've wondered about previously: "How do reviewers respond to proposals with elaborate binders, fancy paper, lots of tabs, and extensive appendices?"

AUDIO	VIDEO
KARWIN (continues): (Receives calls in sequence, referring policy questions to Committee members, and procedural questions to David Ost, as appropriate.)	KARWIN and Panelists.(cuts between)
(AFTER 12 MINUTES):	Phone Lines are Now Closed CG #19: (super)
(AFTER 15 MINUTES): Well, we've used up all of our question time, for now. We'll have another opportunity, later, for you to ask about the Request for Proposals for CAPP Planning Grants. Thank you, callers, and thank you, panelists.	KARWIN and panelists.
We'll now take a ten-minute break, to allow our viewers to gather their thoughts, and to allow us to prepare for our next panel. When we return, you'll learn what CAPP's two Showcase Projects have been doing, and what they've learned. And you'll have opportunities to ask about their experiences.	

AUDIO	VIDEO
KARWIN (continues): We've designed the next part of our teleconference to be particularly helpful to future partnerships. Don't miss it! We'll be back in ten minutes.	
(MUSIC)	The CAPP Teleconference, **Planning Your Partnership** will resume at 3:00 p.m. CG #20

END OF FIRST HALF OF TELECONFERENCE

AUDIO	VIDEO
(MUSIC)	CG #21: CAPP logo
KARWIN: Welcome to second half of Planning Your Partnership. The California Academic Partnership Program has designated 2 of its current projects as "Showcase Projects;" they serve as models of maturing partnerships. In this segment, representatives of these two Showcase Projects will describe what CAPP projects can do.	KARWIN
Your information packet includes overviews and comparisons of these two Showcase Projects, with details on their, goals, activities, participants, students, and subject areas, illustrating their similarities and their differences. Later, you can ask questions about that information, as well as our panelists comments.	

AUDIO	VIDEO
KARWIN (continues):	
Today, with the help of our panelists, we'll focus on the four principal activities of CAPP projects: • curriculum development • staff development • student support services, and • partnership development	**Principal CAPP Activities** • curriculum development • staff development • student support services • partnership development CG #22
And here are our panelists, representing CAPP's two current Showcase Projects: • Project STEP, conducted by Santa Ana Unified and the University of California, Irvine, and • the Gateways Project, conducted by the Pajaro Valley Unified and the University of California, Santa Cruz.	KARWIN and PANEL
Representing the Gateways Project are its co-directors, • Donald Lundstrom, Director of Curriculum and Staff Development, Pajaro Valley Unified;	Geoff Smith ~~Donald Lundstrom~~ Director of Curriculum and Staff Dev. Pajaro Valley U.S.D. LUNDSTROM/CG #A (super)

AUDIO	VIDEO
KARWIN (continues):	
and, • Arturo Pacheco, Assistant Vice Chancellor for Student Services, and Lecturer in Education, University of California, Santa Cruz	Assistant Arturo Pacheco Vice Chancellor, Student Services University of California, Santa Cruz PACHECO/CG #B (super)
And, representing Project STEP, are its Co-Director~~s~~, • Manuel Gomez, Assistant Vice Chancellor, Student Affirmative Action, University of California, Irvine,	Manuel Gomez Assistant Vice Chancellor, Student Affirmative Action University of California, Irvine GOMEZ/CG #C (super)
Rudy Castruita, Superintendent and ~~its Associate Director,~~ • ~~Phillip Quon, Director of Curriculum~~, Santa Ana Unified.	Rudy Castruita ~~Phillip Quon~~ Superintendent ~~Director of Curriculum~~ Santa Ana U.S.D. QUON/CG #D (super)

CURRICULUM DEVELOPMENT

AUDIO	VIDEO
KARWIN (continues): Let's begin with curriculum development. Before today's presentation, we flipped a coin, and the Gateways Project won the toss, so I'll ask Arturo Pacheco to give us some examples of the Gateways Project's current work in curriculum development.	KARWIN and PANEL
PACHECO: (Describes how the Gateways Project is implementing a revised "Gateway Course" in Mathematics, and developing a "Gateway Course" in Physical Sciences. Main points:	PACHECO
• analyzing the alignment of the current curriculum with California's Model Curriculum Standards and Framework, and the Academic Senate's statements of "expected competencies • developing, ordering, and evaluating instructional materials • reviewing assessments of students' knowledge and skills, as indicated by their performance on achievement and college entrance tests, and success in postsecondary studies. How well is the curriculum preparing kids for college? • restructuring the district's curriculum review process	

AUDIO	VIDEO
PACHECO (continues):	
(Introduces and narrates video insert)	VIDEO #3: Gateways Project—Curriculum Development
PHILLIP QUON: (Comments on Project STEP's plans for development of the writing curriculum. Mentions the Writing Assessment Project's new publication)	QUON
Optional: • using an interdisciplinary approach • integrating new technologies • incorporating career or college information into the curriculum • using a variety of instructional approaches to reach the range of student abilities in the class • incorporating cooperative learning activities • joint college-school faculty team teaching; classroom presentations or visits.)	

AUDIO	VIDEO
LUNDSTROM and GOMEZ: (Add brief comments, mentioning usage of CAPP's Mathematics Diagnostic Testing Project.)	LUNDSTROM and GOMEZ
KARWIN (TO VIEWERS): Our panelists have mentioned some publications that you might want to know more about. Your packet includes brochures on CAPP's Mathematics Diagnostic Testing Project and Writing Diagnostic Testing Project (I've mentioned those before.)	
You'll also find a form for ordering copies of the Academic Senate's "statements of competencies expected of entering freshmen;" and the Writing Assessment Project's new publication, ________	GRAPHIC #1: (Order Forms)
KARWIN (TO PANELISTS): Our viewers probably are unfamiliar with a partnership model for curriculum development. Would you tell us a bit about what that's like? Manuel, would you address that question?	KARWIN and PANEL

AUDIO	VIDEO
GOMEZ: (Addresses questions like: • how did the partners feel prior to their first meeting? • how do they feel now? • what are some of the partners' accomplishments? • what was their biggest challenge? • how what that challenge resolved?)	GOMEZ
KARWIN: Let's move on to a big question: What have you learned about a partnership approach to curriculum development? What would you like to share with future academic partners? Don, would begin that discussion?	KARWIN and PANEL
LUNDSTROM: (Emphasizes importance of integrating the partnership's work with the district's ongoing program of curriculum development.)	LUNDSTROM
GOMEZ ~~UNIV. REP. (7)~~: • Acknowledge that school teachers have the expertise and need to take the lead on the curriculum teams. The university faculty have the responsibility of making sure that the teachers have the latest information available to choose from as they develop/enhance the curriculum.	GOMEZ

AUDIO	VIDEO
GOMEZ (continues): • Unless the university faculty demonstrate their respect for the school teachers as colleagues, it won't work. Teachers are experts at understanding the realities of the classroom; the university faculty are experts in the content area, and have time to study the emerging issues.	
STAFF DEVELOPMENT	
KARWIN: Thank you, panelists, for sharing your experiences with curriculum development. Our second major topic is staff development, which of course is closely related to curriculum development.	KARWIN and PANEL
Viewers, we'll invite your calls immediately after we devote a few minutes to staff development. Don, would you give us examples of the Gateways Project's activities in the area of staff development?	
LUNDSTROM: (Outlines the Gateways Project's staff development activities, emphasizing the relationship of staff development to curriculum development. Mentions several staff development activities: • California Mathematics Project • teacher team for Math A • conferences, readings, etc.)	LUNDSTROM

AUDIO	VIDEO
LUNDSTROM (continues): (Introduces and narrates video insert)	VIDEO #4: Gateways Project–Staff Development
GOMEZ: (Provides overview of Project STEP's staff development activities.)	GOMEZ
KARWIN: What are your feelings about pursuing staff development through an academic partnership?	KARWIN and PANEL
QUON: Why don't we let our teachers tell us? We asked some of them just that question.	

AUDIO	VIDEO
(AUDIO FROM VIDEO RECORDING)	VIDEO #5: Project STEP– Staff Development
KARWIN: Arturo, what do the participating University faculty members have to say about their experiences?	phone lines are now open call (916) 278-7907 KARWIN and PANEL/CG #23 (super)
PACHECO: One of our UC Santa Cruz faculty participants, Professor of Mathematics Ed Landesman, gave us his comments on that point. He's the Director of the Monterey Bay Area Mathematics Project, and the Monterey Bay Area Mathematics Diagnostic Testing Project.	VIDEO #6: Landesman
KARWIN: What have you learned about the partnership model for conducting an effective program of staff development? Manuel, would you share your insights on this point?	

AUDIO	VIDEO
	KARWIN and GOMEZ
GOMEZ: (Addresses topic: • Start with identifying curriculum leaders in the district/school. Work with them, have them play a major role in planning and presenting in-service activities which are designed for other teachers.	GOMEZ
• Occasionally, lead off your in-service activities with a major, high visibility single conference or workshop. But approach it as introductory and motivational, and follow it up with a series of related in-services for those whose interest is piqued by the first event. • You could invite a few guests from other districts or non-target schools to attend the major event. That's a good way to do some dissemination and interest them in partnership possibilities. • Realize that all teachers and administrators (school/college alike) are concerned about change. Deal first with the teacher leaders; they will get things moving. Hit the issue head on, with in-service sessions led by teacher leaders. Let participants voice concerns, and let the teacher leader respond to them one by one.)	

AUDIO	VIDEO
PACHECO: (Adds two points: • integrate the partnership's staff development work with the district's ongoing work; • link up with staff development programs offered by others, to stretch your partnership resources; • (agreeing) look for, and depend upon, teacher leaders; your most important resource.)	PACHECO
KARWIN: Before we take our first call, I'd like to raise a key question: What have been some of the actual impacts of your staff development activities on the curriculum, and on the students?	KARWIN and PANEL
PACHECO and GOMEZ: (respond to question with examples)	PACHECO and GOMEZ

AUDIO	VIDEO
KARWIN: Thank you, panelists. Before we move on to our other topics—student support services and partnership development—let's hear from our viewers. They might have questions about the partnership model in curriculum and staff development.	KARWIN and PANEL
(TO VIEWERS) The number to call has been shown on your screen (916) 278 - 7907 Call us now, and our panelists will do their best to answer your questions.	(916) 278-7907 CG #24: (super)
KARWIN: (Receives calls in sequence, and refers them to individual panelists, as appropriate.)	KARWIN and PANELISTS (Cuts between)

AUDIO	VIDEO
(AFTER FIVE MINUTES)	
STUDENT SUPPORT SERVICES	
KARWIN: Let's move right along on our program. We still have a lot of ground to cover. Our next topic is Student Support Services. Phillip, would you give us some examples of Project STEP's current work with students?	phone lines are now closed KARWIN and PANEL/CG #25 (super)
QUON: (Describes Project STEP's related activities, focusing on: • identifying student and family concerns, interests in higher education, • assessing teacher, counselor attitudes toward underrepresented students, and • field trips to college campuses.) • mentoring • counseling • self-esteem building Here's an example of one of our student service activities.	QUON
(AUDIO FROM VIDEO RECORDING)	VIDEO #7:

AUDIO	VIDEO
KARWIN (continues): - Effective Relationships in School/College Partnerships, by Dennis Galligani, and - the Academic Senate's Statements of Competencies Expected of Entering Freshmen	
- and a Teleconference Evaluation Form, which we'd like you to complete, and turn in, to help CAPP in its future planning.	
Today's teleconference has presented information about the California Academic Partnership Program, the Request for Proposals for Planning Grants, and CAPP's two Showcase Projects. We hope you've found this session both interesting and helpful, and that you'll prepare a proposal to plan your own academic partnership project	KARWIN
We thank Assemblywoman Hughes and Chancellor Reynolds for their participation in today's conference. We appreciate the hard work of our panelists, too: Dennis Galligani, Hilda Solis, Patricia Wainwright, David Ost, Don Lundstrom, Arturo Pacheco, Phillip Quon, and Manuel Gomez, And, last but not least, thank you for participating. Remember, we need your evaluation of this teleconference!	

- recording the teleconference on videotape for later viewing by people in your area (as may be needed);
- providing a telephone for participants to use to call in their questions or comments during the teleconference, and for up to one hour following the teleconference (as may be needed);
- having participants "sign in" on the day of the teleconference to help us keep a record of who attended;
- distributing packets of information to participants on the day of the teleconference (we'll ship these packets to you ahead of time);
- collecting Evaluation Feedback Forms (to be included in the packets) after participants have completed them, and sending them to us; and
- providing whatever hospitality (coffee, etc.) you ordinarily provide.

May we count on you to provide these important services to educators in your area? Please let us know by writing or calling CAPP Teleconference Coordinator Tom Karwin, P.O. Box 7600, Santa Cruz, CA 95061, (408) 426-5981. To keep our plans "on track," we need to hear from you by January 6, 1988.

Sincerely,

Deborah Osen Hancock

Deborah Osen Hancock
Director

DOH:llp

Enclosure

The
California
Academic
Partnership
Program *presents*

Planning Your Partnership

a statewide teleconference for California educators
and others interested in academically based school-college collaborations

LIVE BY SATELLITE

THURSDAY, FEBRUARY 23, 1989
2:00 p.m. – 4:00 p.m.

A two-hour telecommunications event to

- invite proposals for planning grants by academic partnerships between California school districts, colleges and universities to provide students in grades 6-12, especially those underrepresented in higher education, with the academic skills necessary for successful completion of the baccalaureate degree;
- present up-to-the-minute information about the California Academic Partnership Program (CAPP), its Call for Planning Grant Proposals, and its current projects; and
- answer your questions about CAPP, its planning grants, and its experience with academic partnerships.

All California educators and others interested in academic partnerships are cordially invited to participate in this teleconference, presented by the California Academic Partnership Program in cooperation with University Media Services, California State University, Sacramento.

There are no fees or charges for participation.

H-1

Join Us In Advancing Academic Partnerships!

The California Academic Partnership Program (known as "CAPP") was established and has been funded by the California State Legislature since 1984. CAPP unites the University of California, The California State University, the California Community Colleges, and the California State Department of Education in a statewide program to advance academic partnerships.

Academic partnerships are currently conducting CAPP projects throughout California, as school districts, colleges and universities discover and develop opportunities to work together on curriculum and access issues by strengthening educational programs to prepare California's students for success in postsecondary studies.

A new group of partnerships will soon be selected to plan CAPP projects for the 1990-93 funding cycle. The first step in the process is completing a planning grant proposal, described in the "Call for Planning Grant Proposals," which is available from the CAPP office:

The California State University, Office of the Chancellor
400 Golden Shore, Long Beach, CA 90802-4275
Telephone: (213) 590-5379

The teleconference, **Planning Your Partnership**, is designed to encourage planning grant proposals and to answer your questions about them. Recipients of the $4,000 CAPP Planning Grants (and only those recipients) will be eligible to apply for a 1990-93 CAPP implementation grant, which will be funded at a maximum of $90,000 annually for three years.

Planning Your Partnership is also designed to increase your awareness of the potential of CAPP academic partnerships, by highlighting the activities and impact of two current CAPP projects which serve as "showcases," models of maturing partnerships.

If you intend to apply for a CAPP Planning Grant, participating in this teleconference, while not required, should be quite helpful to you. If you would like to learn more about one state's efforts to encourage academic partnerships, you should also find this teleconference of interest.

The Teleconference Program

An Introduction to the California Academic Partnership Program
California Assemblywoman Teresa Hughes
California State University Chancellor W. Ann Reynolds

An Overview of the Call for Proposals for CAPP Planning Grants
CAPP Advisory Committee members Dennis Galligani (chair), Patricia Wainwright (vice-chair), and Hilda Solis (outreach subcommittee chair)
CAPP program consultant David Ost
Phone-in questions from participants, answers from panelists

A Look at Two Current CAPP Projects
Gateways Project leaders Donald Lundstrom, Pajaro Valley Unified School District, and Arturo Pacheco, University of California, Santa Cruz
Project STEP leaders Manuel Gomez, University of California, Irvine, and Rudy Castruita, Santa Ana Unified School District
Phone-in questions from participants, answers from panelists

Teleconference moderator: Thomas Karwin, CAPP technology consultant

The Speakers

W. Ann Reynolds, Chancellor, The California State University, serves as chief executive officer of the nation's largest system of senior higher education. Under her leadership, the CSU administers the California Academic Partnership Program (CAPP), in cooperation with the California State Department of Education, the California Community Colleges, and the University of California.

Assemblywoman Teresa Hughes represents California's 47th Assembly District. She co-authored the Hughes-Hart Educational Reform Act of 1983 (Senate Bill 813), which established CAPP, and in 1984, authored Assembly Bill 2398, which refined CAPP's purpose and function.

Guiding the program's development is the CAPP Advisory Committee, which is appointed by the chief executives of California's public education segments, the California Postsecondary Education Commission, and the Student Aid Commission. Representing the Advisory Committee at the teleconference:

- **Dennis Galligani,** Assistant Vice Chancellor for Academic Affairs, University of California, Irvine, and chair of the CAPP Advisory Committee.
- **Hilda Solis,** Director of the South Coast EOP/S CAL-SOAP Project, and chair of the Advisory Committee's Subcommittee on Outreach.
- **Patricia Wainwright,** Dean of Student Services at Los Angeles Harbor College, and Vice-Chair of the Advisory Committee.

CAPP has designated two of its current projects "Showcase Projects," since they serve as models of maturing partnerships. Representing them:

- **Manuel Gomez,** Assistant Vice Chancellor for Academic Affairs, University of California, Irvine, and Co-Director of Project STEP.
- **Donald Lundstrom,** Director of Curriculum and Staff Development, Pajaro Valley Unified School District (Santa Cruz County) and Co-Director of the Gateways Project.
- **Arturo Pacheco,** Assistant Vice Chancellor for Student Services, University of California, Santa Cruz, and Co-Director of the Gateways Project.
- **Rudy Castruita,** Superintendent, Santa Ana Unified School District (Orange County), Co-Director, Project STEP.
- **Teachers, administrators, students and parents** from the participating Showcase Project districts and postsecondary institutions.

Assisting the statewide CAPP director, Deborah Osen Hancock, are two special consultants who will participate in the teleconference:

- **Thomas Karwin,** former CAPP project director, who serves as technology consultant to CAPP.
- **David Ost,** Associate Dean of Graduate Studies and Research, California State University, Bakersfield, and program consultant to CAPP.

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Registration and Teleconference Sites

You can participate in the **Planning Your Partnership** teleconference at any of the several schools, school districts, county offices of education, colleges and universities throughout California that are serving as teleconference reception sites.

The following is a preliminary list of reception sites. If this list does not include a site that is convenient for you to attend, ask your school district, county office of education, or college or university if it has agreed to serve as a reception site, or would be willing and able to do so. Additional reception sites will be welcomed.

To reserve a place at a reception site, and a copy of the **Planning Your Partnership** teleconference information packet, you must register by telephoning the contact person for one of the reception sites by February 14, 1989.

Additional sites must register by February 14, 1989. Contact Teleconference Coordinator Thomas Karwin, P. O. Box 7600, Santa Cruz, CA 95061. Telephone (408) 426-5981.

Alameda County

California State University, Hayward
Instructional Media Center, Library 2196
Hayward, CA 94542
Contact: Roger Parker, (415) 881-3692

El Dorado County

South Tahoe High School (Lake Tahoe Unified)
1021 Lake Tahoe Boulevard
South Lake Tahoe, CA 95072
Contact: Bill Murray, (916) 587-3560

Fresno County

West Hills Community College
300 Cherry Lane
Coalinga, CA 93210
Contact: Pamela Hawkins, (209) 935-0801, Ext. 206

Glenn County

County Office of Education
Hamilton Union High School
Hamilton, CA 94302
Contact: Peter Whitberry, (916) 934-7011

Humboldt County

Holtville High School (Holtville Unified)
755 Olive Avenue
Holtville, CA 92250
Contact: Jack Tevault, (619) 356-2974

Imperial County

Imperial County Office of Education
1398 Sperber Road
El Centro, CA 92243
Contact: Letty Groom, (619) 339-6402

Kings County

Lemoore High (Lemoore Union High)
101 Vine Street
Lemoore, CA 93254
Contact: Bill Black, (209) 924-9536

Lassen County

Herlong High (Big Valley Joint Unified)
D. Hall and Tahoe Streets
Herlong, CA 96113
Contact: Susie McNalley, (916) 827-2102

Los Angeles County

College of the Canyons
26455 North Rockwell Canyon
Valencia, CA 91355
Contact: Jan Keller, (805) 259-7800, Ext. 330

Madera County

Madera County Office of Education
28123 Avenue 14
Madera, CA 93638
Contact: Cecelia Massetti, (209) 673-6051, Ext. 264

Mendocino County

County Office of Education
Conference Room
2240 Eastside Road
Ukiah, CA 95482
Contact: Cindy Thompson, (707) 463-4884

Merced County

Merced County Office of Education
632 West 13th Street
Merced, CA 95340
Contact: Gordon Stallings, (209) 385-8361

Dos Palos Joint Union High
1701 East Blossom Street
Dos Palos, CA 93620
Contact: Faye Johnson, (209) 392-2131, Ext. 23

Modoc County

Modoc County Office of Education
139 West Henderson
Alturas, CA 96101
Contact: Barbara Stilwell, (916) 233-3939, Ext. 423

Tulelake Basin Joint
Main Street
Tulelake, CA 96134
Contact: Charles Binderup, (916) 667-2295

Monterey County

Pacific Elementary
Star Route
Big Sur 93920
Contact: Bill Raabe, (805) 927-4507

Orange County

California State University, Fullerton
Office of Extended Education
Building T-14
Fullerton, CA 92634
Contact: Lee Bentley, (714) 773-2998

San Bernardino County

California State University, San Bernardino
5500 University Parkway
San Bernardino, CA 92407
Contact: Robert Senour, (714) 887-7296

San Diego County

San Diego State University
Campus Lab 114C
5300 Campanile Drive
San Diego, CA 92182
Contact: Sandi Stenson, (619) 594-4705

KPBS
Reuben S. Fleet Space Theater, Balboa Park
1875 El Prado, at Park Boulevard
San Diego, CA 92101
Contact: Sandi Stenson, (619) 594-4705

Southwestern College, Learning Resources Center
900 Otay Lakes Road
Chula Vista, CA 92010
Contact: Bill Alexander, (619) 421-6700, Ext. 7294

San Joaquin County

Stockton Unified
1144 East Channel Street
Stockton, CA 95205
Contact: Margaret Williams, (209) 944-4301

San Joaquin County Office of Education
Gaylord A. Nelson Education Center
2901 Arch-Airport Road
Stockton, CA 95206
Contact: Martha Dean, (209) 468-4850

Santa Barbara County

Allan Hancock College
Learning Resources Center, Video Room
800 South College Drive
Santa Maria, CA 93454
Contact: Harold Eckes, (805) 922-6946, Ext. 475

Santa Barbara County Office of Education
4400 Cathedral Oaks Road
Santa Barbara, CA 93160
Contact: Wendy Shelton, (805) 964-4711

Santa Clara County

Santa Clara County Office of Education
Educational Media Center
55 Skyport Drive
San Jose, CA 95115
Contact: Nancy Rasmussen, (408) 947-6812

South County ROP
240 Swanston Lane
Gilroy, CA 95020
Contact: Maureen Robinson, (408) 842-0361

Santa Cruz County

Santa Cruz County Office of Education
809 Bay Avenue, Suite H
Capitola, CA 95010
Contact: Maureen Provost, (408) 476-7140, Ext. 324

Shasta County

Anderson Union High
1471 Ferry Street
Anderson, CA 96007
Contact: Harold B. Eady, (916) 365-2741, Ext. 308

Siskiyou County

College of the Siskiyous
Learning Resources Center, Room 3
Weed, CA 96094
Contact: Dennis Freeman, (916) 938-4461, Ext. 211

Siskiyou County Office of Education
609 South Gold Street
Yreka, CA 96097
Contact: Jim Hardy, (916) 842-5751

Solano County

Solano Community College
Administration Building 600, Board Room
4000 Suisun Valley Road
Suisun, CA 94585
Contact: Grace Morris, (707) 864-7000, Ext. 250

Sonoma County

Casa Grande Senior High (Petaluma Joint Union High)
333 Casa Grande Road
Petaluma, CA 94952
Contact: Jerry Formby, (707) 778-4707, -4677

Sonoma County Office of Education
Windsor Educational Center
9087 Old Redwood Highway
Windsor, CA 95492
Contact: Ken Groth, (707) 527-2171

Sutter County

Browns Elementary
1248 Pacific Avenue
Rio Oso, CA 95674
Contact: Mary Johnson, (916) 633-2523

Trinity County

Trinity County Office of Education
201 Memorial Drive
Weaverville, CA 96093
Contact: Wayne Moss, (916) 623-5507

Ventura County

Ventura County Office of Education
Educational Services Center
570 Airport Way
Camarillo, CA 93010
Contact: Leo Soloski, (805) 388-4221

H-4

Here's some additional information of importance:

1. The teleconference will be transmitted on

Satellite:	Westar 5
Transponder:	1 direct
Polarization:	horizontal (dial #1)
Frequency	3720 mHz

2. The teleconference schedule will be as follows:

2:00 – 2:15	test pattern,
2:15 – 3:05	Call for CAPP Planning Grant Proposals
3:05 – 3:15	break
3:15 – 4:15	CAPP Showcase Projects
4:15 – 4:30	continuation (as may be needed)

Be sure to let Lori in the CAPP office know by February 15, 1989, how many people have registered to participate at your site, so we can send you the correct number of information packets. These packets will contain much useful information, so each participant will want his or her own copy.

If you have any questions about "Planning Your Partnership," contact me at P.O. Box 7600, Santa Cruz, CA 95061, (408) 426-5981.

Sincerely,

Thomas J. Karwin
Teleconference Coordinator

TJK:llp

Enclosures

ANNOUNCEMENT OF INTENT TO RELEASE A REQUEST FOR PROPOSALS FOR THE CALIFORNIA ACADEMIC PARTNERSHIP PROGRAM'S THIRD FUNDING CYCLE

In mid-January the California Academic Partnership Program will release a Request for Proposals (RFP) for planning grants to support the preparation of a final proposal for CAPP's 1990-93 funding cycle.

Proposals for these $4000 planning grants are due in the CAPP office in early April. They represent the first phase in becoming a CAPP project in 1990-93. Only those who receive planning grants will be eligible to participate in the second phase, submitting an implementation proposal. Projects selected to receive 1990-93 funding will be granted annual awards of a maximum of $90,000.

The planning grant proposal must be submitted jointly by a California school district and a California postsecondary institution, who have formed an academic partnership to address curriculum and access issues in a cluster of schools serving grades 6-12. The partnership can include more than one cluster, district and college or university. Their proposal must demonstrate how they will develop a plan to address curriculum and access issues in one or more clusters of high schools and their feeder middle schools with high enrollments of students underrepresented in higher education.

You are invited to participate in the California Academic Partnership Program's statewide teleconference, designed to assist you and others from your proposed partnership in preparing your joint proposal.

Date:	Thursday, February 23, 1989
Place:	Arrangements are being made now for teleconference meeting sites throughout the state. The January mailing will list participating sites.
Time:	2:00 p.m. - 4:00 p.m.

The teleconference will feature

- audio interaction, so you can call in questions during the program
- a review of the RFP presented by members of the CAPP Advisory Committee
- an overview of the two CAPP Showcase projects, which will illustrate what CAPP projects can do.

You are being sent this advance notice of the RFP and the teleconference so you can put the dates on your calendar and begin thinking about partnership possibilities. Please call our office if you have questions.

Deborah Osen Hancock, Director

0019C

grades six and above, and the ability of those students to benefit from the improvements;

- was established by the California State Legislature through the Hughes-Hart Educational Reform Act (SB 813, Chapter 498) in 1983, and revised in 1984 (AB 2398, Hughes, Chapter 620);
- was funded initially for $1 million (in 1984-85) and for $1.5 million in subsequent years. The funds are allocated to the Trustees of The California State University for administration in cooperation with the Regents of the University of California, the Board of Governors of the California Community Colleges, and the Superintendent of Public Instruction.

Over the past five years CAPP has invested nearly $6 million in over 35 separate multi-year projects. Competition has been stiff for these grants. Projects have addressed a wide range of secondary school subject matter and grade levels using action-oriented, risk-taking, responsive approaches.

WHAT IS CAPP'S MANDATE?

As one aspect of the educational reform movement in California, CAPP stimulates the state's public middle and senior high schools, colleges, and universities to work cooperatively to improve the capacity of public secondary schools to prepare and motivate students for postsecondary education.

CAPP's authorizing legislation requires that priority be given to partnerships which are operating in secondary schools with large enrollments of students underrepresented in higher education. These include students from any of the following:

- historically underrepresented groups (Hispanics, Blacks, and American Indians),
- low income homes, and/or
- geographic areas with chronic low college attendance rates.

As a principal means of achieving its purposes, CAPP offers grants to two types of projects: curriculum and assessment. Through assessment grants, teams of school and college educators develop, field test, and provide diagnostic testing services to middle and high school students and their teachers.

Through small multi-year grants (for 1990-93, for example, grants will be made for a maximum of $90,000 annually for three years), school-college partnerships develop and test the effects of partnership models on curriculum and access issues. These partnerships consist of teams of faculty, administrators, and other personnel from schools and colleges who come together to work on their mutual concerns:

- improving what and how students learn in their college preparatory (A-F) courses, and
- increasing the opportunities that students from diverse backgrounds will have to enter and successfully complete coursework leading to the baccalaureate degree.

To assure that CAPP is achieving its mandate, a comprehensive program evaluation is reviewed by the state legislature at the conclusion of each three-year funding cycle. It is based on progress and annual reports prepared by the projects and CAPP's external evaluator, and includes an analysis by the California Postsecondary Education Commission.

WHAT ARE CAPP PLANNING GRANTS?

The CAPP Advisory Committee has identified planning grants as a vehicle by which it can assist school-college partnerships in developing their proposals for 1990-93 curriculum projects. The planning grant enables the partners

- to conduct a needs assessment of one or more target schools based on school and district data;
- to identify promising practices which might be used in working with and serving the target populations;
- to analyze key resources available to address the identified needs;
- to develop ways of working together which are effective and mutually satisfactory;
- to prepare a proposal for a 1990-93 CAPP implementation grant, which will be due in March 1990. Only those receiving planning grants will be eligible to submit implementation grant proposals.

WHO IS ELIGIBLE TO APPLY FOR PLANNING GRANT FUNDING?

Proposals may be submitted jointly by a California school district and a California postsecondary educational institution which have formed an academic partnership to address curriculum and access issues in a cluster of a high school and its feeder schools.

These partnerships can
- include more than one district or postsecondary institution;
- include a consortium of districts or postsecondary institutions;
- be located in rural, urban, or suburban areas of the state.

More than one proposal may be submitted from a district or postsecondary institution, representing their potential involvement in more than one partnership. However, no more than two planning grants will be awarded to the same institution or district.

Proposals may be submitted by institutions currently participating in CAPP projects, if they propose an entirely new project with their current or new partner(s). All things being equal, proposals involving partnerships which have never received CAPP funding will be given priority.

WHAT IS THE FUNDING LEVEL AND DURATION OF THE AWARDS?

The planning grant is the first step in a two-step process to determine which projects CAPP will fund for 1990-93. Planning grant awards will be made for the period, July 1, 1989 to March 1, 1990, in the amount of $4,000. Approximately 15 awards will be made.

Recipients of planning grants may then compete for implementation grants. Proposals for these grants will be due in March 1990. Those selected through this competition as 1990-93 CAPP projects will receive multi-year awards for a maximum of $90,000 annually for three years. It is anticipated that about eight projects will receive funding.

WHAT SHOULD THE PLANNING GRANT PROPOSAL CONTAIN?

The proposal has four parts: a cover page, the narrative section, a timeline, and a budget.

The COVER PAGE consists of the completed form enclosed as Appendix A of this document.

- A copy of the cover page must be attached to the original and each copy of the proposal.
- Original signatures of the chief executive officers of the partner districts and institutions (or their designees) must be included in the original copy of the proposal. If original signatures are missing, the proposal will be disqualified.
- Either the district or the postsecondary institution can be designated as fiscal agent for the project.

The NARRATIVE SECTION is a concept paper which states some of the preliminary decisions the partners have made. It can be no more than ten (10) pages in length and must be double spaced. Single spaced pages and any pages in excess of 10 will be removed prior to being reviewed.

The narrative section must include:

- a description of the experience the participating institution(s) and district(s) have had with academic partnerships, and why they are particularly well suited to form a partnership to address the particular curriculum and access issues selected for emphasis in the project.
- an identification of the cluster of target schools (a high school and its feeder schools) selected for the project. More than one cluster can be included. For high schools with several feeder schools, at least a majority of them should be included in the cluster. A rationale for selecting the target schools must be stated, and must include specific information on the number of students to be directly impacted by the project and the number of those students who are "underrepresented" in higher education.
- a preliminary identification of subject area(s) at the cluster schools which will be addressed by the partnership and a rationale for selecting each. The subject area(s) selected may be revised during the planning grant, if an analysis of the needs assessment warrants it.
- a jointly developed vision statement, which identifies the mission of the proposed partnership and what it hopes to accomplish next year as it develops its implementation grant proposal. The process followed in developing the vision statement should also be described.

- a listing by name, title, and institution of key people, those who have been and will be involved in the planning. The planning team must include teachers, counselors, and administrators at each participating institution, and can include students, parents, members of the local community, or additional school and college staff, such as a program evaluator. A rationale for selecting these particular individuals should be included.

- the major outcomes the partnership hopes to achieve in the planning year. The outcomes must be stated in measurable terms, so that the partners will be able to demonstrate that they have achieved them.

  Outcomes should include items such as the following: conducting and reviewing the results of the needs assessment, identifying "keys to success" in working with and serving the target populations (students, parents, faculty, and staff), analyzing available resources, and developing the proposal for the implementation grant.

  A sample of some of the innovative and/or proven approaches the partners will use in achieving the planning grant outcomes should be included in this section.

The TIMELINE is the third section of the proposal. Using the form enclosed as Appendix B of this document, the proposers should list the key tasks to be completed during the planning year, who is responsible for each, and the approximate dates each is to be completed.

The BUDGET is the final element of the proposal. The budget format is included as Appendix C of this document. It describes how the planning grant and matching funds will be used. Although no specific amount of matching funds is required, a "substantial" contribution of matching funds, relative to the size of the planning grant, is expected. The CAPP Advisory Committee looks at the extent of matching funds as one indication of the participating institution's commitment to the proposed project.

The budget can also include financial resources from other sources as matching funds. Examples of such sources are foundations, community-based organizations, business or industry, or other governmental agencies.

APPENDICES may be included when absolutely necessary to support information included in the proposal. Every effort should be made to keep the appendices brief.

WHEN ARE PLANNING GRANT PROPOSALS DUE?

Proposals must

- be received no later than MONDAY, APRIL 3, 1989, by 5:00 p.m. or delivered to the receptionist in the main lobby of the Office of the Chancellor, The California State University, on April 3, 1989, between the hours of 8:00 a.m. and 5:00 p.m. No exceptions will be made to this deadline;

- be addressed to:

  Dr. Deborah Osen Hancock, Director
  California Academic Partnership Program
  Office of the Chancellor, The California State University
  400 Golden Shore, Suite 132
  Long Beach, California 90802-4275

- include an original and six (6) copies.

HOW WILL PLANNING GRANT PROPOSALS BE REVIEWED?

Planning grants will be awarded on the basis of proposals prepared as outlined in this document, and their potential for making a significant contribution to achieving CAPP's purposes.

Proposals will be reviewed by the CAPP Advisory Committee, with the assistance of review panels. Panels will include school and college faculty and administrators with expertise in curriculum, access, and academic partnership issues.

In determining priorities for funding, the Advisory Committee will consider

- how well proposals address the requirements outlined in the Call for Proposals,
- the extent to which proposals meet criteria cited in the program legislation,
- the extent to which projects will aid schools with high enrollments of students underrepresented in postsecondary education,
- the proposal emphasis, and
- the extent to which projects will provide equitable access to services by institutions in rural, suburban, and urban areas and equitable distribution of services throughout the state.

It is, therefore, highly unlikely that more than one CAPP planning grant will be funded at any given school site.

WHEN WILL AWARDS BE ANNOUNCED?

Recipients will be notified as soon as possible after May 25, 1989, although formal notification will await the signing of the state budget (approximately July 1, 1989). Funding will be effective July 1, 1989.

Following formal notification, districts in partnerships receiving planning grants will be required to submit a school board resolution approving the district's entrance into the grant agreement.

Partnership applicants will be notified by mail no later than June 1, 1989 of the Advisory Committee's funding recommendations. All decisions will be final.

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A PREVIEW OF TOPICS TO BE ADDRESSED IN THE IMPLEMENTATION GRANTS

The following information is provided for information only to give partnerships developing planning grant proposals an idea of some of the topics the proposal for implementation grants will cover. Those partnerships awarded planning grants will be given a formal Call for Implementation Grant Proposals after they are funded.

Purpose of the 1990-93 CAPP Curriculum Projects

CAPP will select curriculum projects in 1990-93 which demonstrate their partnership's potential for establishing a leadership role at local and state levels in addressing curriculum and access issues by combining curriculum, staff, student, and partnership development activities to produce a measurable impact on student preparation for postsecondary education, especially on those students underrepresented in higher education.

Examples of Topics to Be Addressed in the Implementation Grants

Curriculum

- development or enhancement of curriculum designed to prepare students in grades 6-12 for college (i.e., college preparatory coursework, A-F courses, courses to help students' transition from general coursework into college preparatory courses). More than one subject area can be addressed.
- curriculum activities focused in a cluster of schools (a high school and its feeder middle schools). More than one cluster can participate in the project.
- target curriculum selected on the basis of a needs assessment conducted during the planning grant.
- curriculum to be based on the California State Department of Education's Model Curriculum Standards and frameworks, and the Joint Academic Senates' Competencies Expected of Entering Freshmen.
- development or enhancement of curriculum by school-college faculty teams.

Staff Development

- staff development of school and college faculty, using a variety of approaches.

Student Support Services

- student services which enable students to benefit from the revised curriculum and to learn more about college and career requirements
- parent involvement activities.

Partnership Development

- evidence of a steering committee, composed of appropriate teachers, counselors and administrators from each partner institution and district.
- evidence that the steering committee functions effectively and models characteristics of effective partnerships.
- a statement of the partners' shared vision of the mission of the partnership in 1990-93.
- a plan to disseminate information about the project to other educators and the public.
- a process for institutionalizing project findings.
- an evaluation design, using the services of an internal evaluator, which allows the project to determine its effectiveness during and at the conclusion of the project.

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0032C

Attachment A
Proposal #____

PROPOSED PLANNING GRANT PROJECT FOR THE CALIFORNIA ACADEMIC PARTNERSHIP PROGRAM
Cover Sheet

TITLE: ____

PARTNERS: ______________________________________

Total Funds
Requested from CAPP: $4,000

Institutional Contributions: $____________________________
(Matching Funds) Secondary Postsecondary

$____________________________
Other

ENDORSEMENTS We have reviewed this proposal and certify that fiscal commitments are appropriate and that the project is consistent with long-range institutional plans.

District Superintendent	Postsecondary President or Chancellor
____________________ Signature	____________________ Signature
Name____________________	Name____________________
Title____________________	Title____________________
District____________________	Institution____________________
Project (Co-)Director__________ Signature	Project (Co-)Director__________ Signature
Name____________________	Name____________________
____________________ Title/Department	____________________ Title/Department

Fiscal Agent____________________
Signature Date

____
Institution/District

Name____________________

Address____________________

Title____________________

City, State, Zip____________________

ntact Person____________________
Name

____
Title

Institution____________________

Phone No.____________________

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0032C

Attachment B

The California Academic Partnership Program

PLANNING GRANT TIMELINE

Target Date	Specific Task (major)	Responsible Person(s)
(Month and/or Day as appropriate)		(Please use title only)

K-10

The California Academic Partnership Program
PROPOSED BUDGET

	CAPP Funds	District Funds	Postsecondary Funds	Other Funds	Total Funds
PERSONNEL COSTS					
1.0 Personnel					
1.1 Director (% of assigned time _____)	$______	$______	$______	$______	$______
1.2 Faculty (% of assigned time _____)	$______	$______	$______	$______	$______
1.3 Clerical (% of assigned time _____)	$______	$______	$______	$______	$______
1.4 Student Assistants (hours per term ____)	$______	$______	$______	$______	$______
1.5 Other personnel	$______	$______	$______	$______	$______
______________	$______	$______	$______	$______	$______
2.0 Benefits					
2.1 Director @_____%	$______	$______	$______	$______	$______
2.2 Faculty @_____%	$______	$______	$______	$______	$______
2.3 Clerical @_____%	$______	$______	$______	$______	$______
2.4 Student Assistants @_____%	$______	$______	$______	$______	$______
2.5 Other personnel @_____%	$______	$______	$______	$______	$______
OPERATING EXPENSES					
3.0 Supplies & Services	$______	$______	$______	$______	$______
4.0 Consultant and contract fees	$______	$______	$______	$______	$______
5.0 Travel	$______	$______	$______	$______	$______
6.0 Equipment	$______	$______	$______	$______	$______
Summary, Request					
Total, Personnel Costs	$______	$______	$______	$______	$______
Total, Operating Expenses	$______	$______	$______	$______	$______
GRAND TOTALS	$______	$ K-11	$______	$______	$______

0032C

Attachment C
(second page)

The California Academic Partnership Program

BUDGET EXPLANATION

Please use this page to explain the items listed on the Proposed Budget page).

CAPP FUNDS

Personnel Costs

Operating Expenses

SECONDARY/DISTRICT FUNDS

Personnel Costs

Operating Expenses

POSTSECONDARY FUNDS

Personnel Costs

Operating Expenses

OTHER CONTRIBUTIONS (indicate source. Use an additional sheet if necessary)

PLEASE SELF-ADDRESS AND STAMP THE POSTCARD BELOW. CUT OUT AND ENCLOSE IT WITH YOUR PROPOSAL. WHEN WE RECEIVE YOUR PROPOSAL WE WILL ASSIGN IT A NUMBER AND MAIL THE POSTCARD BACK TO YOU FOR YOUR REFERENCE.

California Academic Partnership Program
The California State University
Office of the Chancellor
400 Golden Shore, Suite 132
Long Beach, California 90802-4275

Place
25¢
Stamp
Here

____
____
____
____

K-13 _______________

California Academic Partnership Program
400 Golden Shore, Suite 132
Long Beach, California 90802-4275

Thank you for submitting a proposal. We have received and are now reviewing it. Please save this card and refer to the reference number printed below in communications about your proposal.

No. ______________________________

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Appendix L: Registered Reception Sites for the *Planning Your Partnership* Teleconference, February 23, 1989 (N= 87)

- Alameda County
    - California State University, Hayward (Hayward)

- Butte County
    - California State University, Chico (Chico)

- El Dorado County
    - Lake Tahoe Unified School District (South Lake Tahoe)

- Fresno County
    - California State University, Fresno (Fresno)
    - West Hills Community College (Coalinga)

- Glenn County
    - Glenn County Office of Education (Willows)

- Humboldt County
    - Humboldt State University (Arcata)

- Imperial County
    - Calipatria Unified School District (Calipatria)
    - Holtville Unified School District (Holtville)
    - Imperial County Office of Education (El Centro)

- Kern County
    - California State University, Bakersfield (Bakersfield)
    - Kern County Office of Education (Bakersfield)

- Kings County
    - Lemoore Union High School District (Lemoore)

- Lassen County
    - Big Valley Joint Unified School District (Herlong)

- Los Angeles County
  - Antelope Valley Union High School District (Lancaster)
  - Azusa Unified School District (Azusa)
  - Bonita Unified School District (San Dimas)
  - California State Polytechnic University, Pomona (Pomona)
  - California State University, Dominguez Hills (Carson)
  - California State University, Los Angeles (Los Angeles)
  - California State University, Northridge (Northridge)
  - College of the Canyons (Valencia)
  - Culver City Unified School District (Culver City)
  - El Camino College (Torrance)
  - Los Angeles City College (Los Angeles)
  - Los Angeles County Office of Education (Downey)
  - University of California, Los Angeles (Los Angeles)

- Madera County
  - Madera County Office of Education (Madera)

- Marin County
  - Marin Community College (Kentfield)

- Mendocino County
  - Mendocino County Office of Education (Ukiah)

- Merced County
  - Dos Palso Joint Union High School District (Dos Palos)
  - Merced County Office of Education (Merced)

- Modoc County
  - Modoc County Office of Education (Alturas)

- Monterey County
  - Monterey Peninsula College (Monterey)
  - Naval Postgraduate School (Monterey)
  - Pacific Elementary (Big Sur)

- Orange County
  - California State University, Fullerton (Fullerton)
  - Cypress College (Cypress)
  - Fullerton College (Fullerton)
  - Saddleback College (Mission Viejo)
  - Santa Ana Unified School District (Santa Ana)

unty
rra College (Rocklin)

ounty
mas County Office of Education (Quincy)
ather River College (Quincy)

County
nning Unified School District (Banning)
met Unified School District (Hemet)

nto County
crameno Educational Cable Consortium (Sacramento)

nardino County
alifornia State University, San Bernardino (San Bernardino)

go County
rossmont Union High School District (La Mesa)
PBS (San Diego)
alomar College (San Marcos)
an Diego County Office of Education (San Diego)
an Diego State University (San Diego)
outhwestern College (Chula Vista)

ncisco County
an Francisco City College (San Francisco)

quin County
San Joaquin County Office of Education (Stockton)
San Joaquin Delta Community College (Stockton)
Stockton Unified School District (Stockton)

Barbara County
Allen Hancock College (Santa Maria)
Santa Barbara City College (Santa Barbara)
Santa Barbara County Office of Education (Santa Barbara)
Santa Maria Elementary School District (Santa Maria)

Clara County
De Anza College (Cupertino)
Gavilan College (Gilroy)
Mission College (Santa Clara)
Santa Clara County Office of Education (San Jose)
South County Regional Occupational Program (Gilroy)

- Santa Cruz County
  - Santa Cruz County Office of Education (Capitola)
  - Pajaro Valley Unified/Watsonville High School (Watsonville)
- Shasta County
  - Anderson Union High School District (Anderson)
- Siskiyou County
  - College of the Siskiyous (Weed)
  - Siskiyou County Office of Education (Yreka)
  - Tulelake Basin Joint Unified School District (Tulelake)
- Solano County
  - Solano Community College (Suisan)
- Sonoma County
  - Petaluma Joint Union High School District (Petaluma)
  - Sonoma County Office of Education (Windsor)
- Stanislaus County
  - California State University, Stanislaus (Turlock)
  - Modesto Junior College (Modesto)
- Sutter County
  - Browns Elementary School (Rio Oso)
- Tehama County
  - Red Bluff Union High School District (Red Bluff)
- Trinity County
  - Hayfork High School (Hayfork)
  - Trinity County Office of Education (Weaverville)
- Tulare County
  - College of the Sequoias (Visalia)
  - Porterville College (Porterville)
- Tuolomne
  - Columbia College (Columbia)
- Ventura County
  - Ventura County Office of Education (Camarillo)
- Yolo County
  - University of California, Davis (Davis)

Participant's Evaluation
Planning Your Partnership Teleconference
California Academic Partnership Program

February 23, 1989

We need your help in estimating the success of today's teleconference, "Planning Your Partnership," and in deciding whether we should plan future teleconferences.

Please respond frankly to each item by marking one of the five boxes.

Add notes in the margins wherever you like.

Return your completed form to your host site coordinator,or mail it (soon, please!)
to CAPP Teleconference Coordinator Tom Karwin, P. O. Box 7600, Santa Cruz, CA 95061.

***

Reception/Viewing Facilities

Convenient	☐	☐	☐	☐	☐	Inconvenient
Comfortable	☐	☐	☐	☐	☐	Uncomfortable
Good Reception	☐	☐	☐	☐	☐	Bad Reception
Good Viewing	☐	☐	☐	☐	☐	Bad Viewing
Good Listening	☐	☐	☐	☐	☐	Bad Listening

Call-in Sessions

Easy to Call-in	☐	☐	☐	☐	☐	Not Easy to Call-in
Enough Time	☐	☐	☐	☐	☐	Not Enough Time
Answers Clear	☐	☐	☐	☐	☐	Answers Not Clear

Information Packet

Useful	☐	☐	☐	☐	☐	Not Useful
OK to Receive at Teleconference	☐	☐	☐	☐	☐	Prefer to Receive Before Teleconference

First Half (Request for Proposals)

Useful	☐	☐	☐	☐	☐	Not Useful
Interesting	☐	☐	☐	☐	☐	Uninteresting
Clear	☐	☐	☐	☐	☐	Unclear
Fast-moving	☐	☐	☐	☐	☐	Slow-moving

PLEASE COMPLETE BOTH SIDES OF THIS FORM

Second Half (Showcase Projects)

Useful	☐	☐	☐	☐	☐	Not Useful
Interesting	☐	☐	☐	☐	☐	Uninteresting
Clear	☐	☐	☐	☐	☐	Unclear
Fast-moving	☐	☐	☐	☐	☐	Slow-moving

General Impressions

Interesting	☐	☐	☐	☐	☐	Uninteresting
Useful	☐	☐	☐	☐	☐	Not Useful
Clear	☐	☐	☐	☐	☐	Unclear
Fast-moving	☐	☐	☐	☐	☐	Slow-moving

Have you attended a grant proposal workshop before this one?

Yes _____ No _____

If "yes," please compare this workshop to others you've attended.

Convenient	☐	☐	☐	☐	☐	Inconvenient
Good Use of Time	☐	☐	☐	☐	☐	Poor Use of Time
Good Information	☐	☐	☐	☐	☐	Poor Information
Interactive	☐	☐	☐	☐	☐	Non-interactive

Best parts of the "Planning Your Partnership" teleconference:

____

____

Parts of "Planning Your Partnership" that could have been better:

____

____

Would you attend another CAPP Teleconference?

Yes _____ Yes, with these changes: ______________________________

No _____ ______________________________

PLEASE COMPLETE BOTH SIDES OF THIS FORM

SMPTE TIME CODES

HRS: MINS: SECS: FRAME

WINDOW
DUBS
FOR
OFF-LINE
EDITING

EDIT CUE SHEET

CAPP Teleconference
Planning Your Partnership

IN	OUT	MINs:SECs	DESCRIPTION	COMMENTS
			Part 1: Opening	
16:15:00:00	16:15:25:12	:25	Opening Titles	
16:15:25:13	16:15:30:09	(:05)	Announceer (VO)	DELETE: "...a statewide teleconference to invite proposals for CAPP Planning Grants"
16:15:30.10	16:15:37:00	:07	Announcer (VO)	PICKUP: "...and now, here is your moderator for today's teleconference, Tom Karwin."
16:15:37:01	16:15:39:26	:02	Karwin: welcome	
16:15:39:27	16:16:16:19	(:37)	Karwin: RFP	DELETE (yields jump cut)
16:16:16:20	16:16:40:17	:24	Karwin: intro guest speakers	PICKUP: "We've got a lot to cover..."
16:16:40:18	16:19:12:09	2:32	Assemblywoman Hughes	RETAIN (correct audio loss at 16:16:40:18)
~~16:29:57:05~~	~~16:30:47:10~~	:50	CSU Chancellor Reynolds	
16:21:42:19	16:29:57:04	(8:15)	CAPP Slide Show	DELETE (provide as separate tape)
16:29:57:05	16:30:07:15	:10	CSU Chancellor Reynolds	End with: "...achieving its goals statewide."
16:30:07:16	16:30:37:21	(:30)	CSU Chancellor Reynolds	DELETE (yields jump cut)
16:30:37:22	16:30:47:10	:10	CSU Chancellor Reynolds	PICKUP: "We need your school-college..."
16:30.47:10	16:30:52:03	:05	Karwin: thanks speakers	End with "...Assemblywoman Hughes."
			Part 2: RFP Panel	
16:30:52:04	17:24:33:20	(53:41)	Teleconference I (RFP)	DELETE
			Part 3: Showcase Panel	
17:24:33.21	17:24:38.28	(:05)	Teleconference II (Showcase)	DELETE awkward pause
17:24:38:29	17:24:51:01	:13	Karwin: intro. Part II	
17.24:51.02	17:25:21:23	(:30)	Karwin: assessment projects	DELETE
17:25:21:24	17:26:01:07	:40	Karwin: intro panelists	PICKUP: "Let me introduce the members..."
			Part 4: Curriculum Dev.	
17:26:01:08	17:27:59:05	1:58	Castruita: Opening Remarks	
17:27:19:03	17:27:19:03	(:01)	Video glitch (dub only?)	DELETE
17:27:59:06	17:29:40:30	1:41	Pacheco: Lead-in to Insert #1	
17:29:42:06	17:29:45:14	(:03)	Countdown to Insert #1	DELETE
17:29:45:14	17:32:15:22	2:30	Insert #1: Gateways-Curric.	RE-RECORD from original
17:32:15:23	17:34:15:09	2:00	Smith: staff development	
17:34:15:10	17:35:53.03	1:38	Castruita: curric. development	
17:35:53:04	17:36:04:00	:11	Gomez: curric. development	

Part 5: Staff Development

17:36:04:01	17:37:17:07	1:13	Smith: lead-in to Insert #2	
17:37.17:08	17:37:27:00	(:10)	Waiting for Insert #2	DELETE
17:37:27:01	17:40:16:29	2:49	Insert #2: Gateways-Staff	RE-RECORD from original
17:40:16:29	17:41:20:20	1:04	Castruita: staff development	
17:41:20:00	17:41:48:00	(:28)	Karwin: Open Phones Lines	DELETE
17:41:48:00			Karwin	PICKUP: "Continuing our discussion..."
	17:42:45:16		Smith: staff development	
17:42:45:17	17:43:42:23	:57	Castruita: staff development	
17:43:42:24	17:45:06:00	1:24	Gomez: staff development	
17:45:06:18	17:47:01:10	(1:55)	Q&A #1 (Gomez)	DELETE (project start up?)
17:47:01:11	17:48:00:05	(:59)	Q&A #2 (Karwin)	DELETE (project eligibility?)
17:48:00:06	17:49:49:17	(1:49)	Q&A #3 (Pacheco)	DELETE (rural regions?)
17:49:49:18	17:51:24:26	(1:35)	Q&A #4 (Castruita)	DELETE (junior high schools?)
17:51:24:26	17:51:50:18	(:26)	Q&A #5 (Karwin)	DELETE (copies of proposals?)
17:51:50:19	17:52:00:17	(:10)	Transition (awkward)	DELETE

Part 6: Student Support

17:52:00:18	17:52:10:14	:10	Karwin: intro topic	PICKUP: "Our next topic is student..."
17:52:10:15	17:52:58:16	:48	Pacheco: Lead-in to Insert #3	
17:52:58:17	17:53:01:12	(:03)	Waiting for Insert #3	DELETE
17:53:01:13	17:56:21:28	3:20	Insert #3: Gateways-Students	RE-RECORD from original
7:56:21:29	17:56:31:13	(:10)	Panel: No sound	DELETE
17:56:31:13			Smith: student support svcs.	PICKUP: "As you saw..."
17:57:00:12	17:57:03:10	(:03)	Waiting for graphic shot	DELETE
	17:57:21:08	:50	Smith: concludes	
17:57:21:09	17:58:18:03	:57	Castruita: student support	
17:58:18:04	17:59:32:25	1:14	Gomez: Lead-in to Insert #4	
17:59:32:26	17:59:41:01	(:08)	waiting for Insert #4	DELETE (Note dissolve to Insert #4, without the usual fade to black. Since these inserts are to be re-recorded, fade to black and fade in to Insert #4 as with other inserts.)
17:59:41:00	18:03:09:22	3:28	Insert #4: STEP-students	RE-RECORD from original

Part 7: Partnership Dev.

18:03:09:22	18:03:29:17	:20	Karwin: intro. partnerships	
18:03:29:18	18:05:44:19	2:15	Gomez: partnership dev.	
18:05:44:20	18:05:56:13	(:12)	Karwin: open phone lines	DELETE
18:05:56:14	18:06:16:09	:20	Castruita: partnership dev.	
18:06:16:09	18:06:46:02	(:30)	Castruita: invites applicants	DELETE
18:06:46:03	18:07:22:06	:36	Castruita: lead-in, Insert #5	PICKUP: "One thing we did with the UCI..."
18:07:26:29	18:10:04:01		Insert #5: STEP-partners	RE-RECORD from original
18:07:44:22	18:07:51:29	:07	unclear overhead projection	SLUG IN CG as follows (next page).

UNIVERSITY OF CALIFORNIA, SANTA CRUZ

BERKELEY • DAVIS • IRVINE • LOS ANGELES • RIVERSIDE • SAN DIEGO • SAN FRANCISCO SANTA BARBARA • SANTA CRUZ

BOARD OF STUDIES IN EDUCATION
UNIVERSITY-SCHOOL RELATIONS

SANTA CRUZ, CALIFORNIA 95064

May 11, 1989

Editor Pauline B. Gough
Phi Delta Kappan
Post Office Box 789
Bloomington, Indiana 47402

Dear Editor Gough,

In February 1989, the California Academic Partnership Program conducted California's first statewide, live teleconference for prospective grant applicants. For this unique event, fifty-eight colleges, county offices of education, and school districts registered as reception sites, and one thousand educators registered as participants, making it one of the most widely attended education-related teleconferences to date.

This teleconference, called "Planning Your Partnership," had two major objectives: to invite CAPP planning grant proposals, and to inform viewers about academic partnerships between institutions of higher education and clusters of high schools and their feeder schools. These objectives reflect the goals of the California Academic Partnership Program, which was established by California's Legislature in 1984 "to develop cooperative efforts to improve the academic quality of public secondary schools with the objective of improving the preparation of all students for college" (*California Education Code*, Section 11000). Accordingly, this two-hour teleconference included videotaped presentations by The California State University Chancellor Ann Reynolds and California Assemblywoman Teresa Hughes (co-author of the legislation which created CAPP); live presentations on CAPP's call for planning grant proposals and its two current Showcase Projects; and opportunities for viewers to phone-in their questions.

We are now evaluating this teleconference, relying on the participants' responses to a thirty-one item questionnaire (which included open-ended response items), the quantity and quality of planning grant proposals received, feedback from the teleconference's speakers, and technical comments from the teleconference's producers at The California State University, Sacramento. Our preliminary conclusions are that the teleconference met its objectives, and provided valuable experience for the design of future teleconferences.

The readers of *Phi Delta Kappan* might be interested in the "Planning Your Partnership" teleconference, for both its innovative use of satellite teleconferencing techniques and its contributions to broader understanding of the development and outcomes of university-school academic partnerships. I and CAPP's Executive Director, Dr. Deborah Hancock, will gladly prepare an article about this teleconference, for your consideration. We could include an overview of current trends in educational teleconferencing in California, if you feel that your readers would appreciate that background information.

Please let me know if you would be interested in receiving our article for consideration of publication in *Phi Delta Kappan*.

Sincerely,

Thomas J. Karwin, M.A.
Coordinator, University-School Relations,
and CAPP Teleconference Coordinator

Phi Delta Kappa
THE PROFESSIONAL FRATERNITY IN EDUCATION

May 31, 1989

Thomas J. Karwin
Board of Studies in Education
University-School Relations
University of California
Santa Cruz, CA 95064

Dear Mr. Karwin:

The manuscript you have proposed, "Planning Your Partnership," sounds like a suitable candidate for the Prototypes section of the KAPPAN. The articles in that section, as you probably know, focus on ideas that can be replicated by other agencies or institutions. The manuscripts, which run approximately 2,000 words (eight pages, double-spaced) in length, generally discuss both specific procedures and the broader implications.

The KAPPAN editors would be happy to review a manuscript on the use of teleconferences to foster cooperative school improvement efforts. I cannot guarantee publication, of course, until we have had an opportunity to evaluate your work.

Cordially,

Pauline Gough
Pauline B. Gough
Editor
PHI DELTA KAPPAN

PG:th

INTERNATIONAL HEADQUARTERS • Eighth Street & Union Avenue, P.O. Box 789, Bloomington, IN 47402-0789 • 812/339-1156

Appendix Q: Article on *Planning Your Partnership*, for *Phi Delta Kappan*

(in preparation)

Thomas J. Karwin

March 6, 1989

Mr. Jon Silver, Producer–Director
Social Sciences Media Laboratory
Clark Kerr Hall, Room 21
University of California, Santa Cruz
Santa Cruz, California 95064

Dear Jon,

Thank you for your excellent work on the video sequences for the California Academic Partnership Program's teleconference, *Planning Your Partnership*, on February 23, 1989. Your video sequences were the highlights of that teleconference, and elevated it from the too-familiar "talking heads" formula to a clear and exciting demonstration of the Program's purposes.

These six video sequences illustrated the Program's two Showcase Projects: (a) the Gateways Project, conducted by UC Santa Cruz and the Pajaro Valley Unified School District, and (b) Project STEP, conducted by UC Irvine and the Santa Ana Unified School District. As director, cameraman, and video editor for the Gateways Project sequences, you captured and illustrated several of the project's key activities and personalities, and showed them succinctly and vividly. As video editor for the Project STEP sequences, you took some rather difficult raw footage provided by others, edited it as well as anyone could, and produced sequences that received many compliments.

Throughout this project, you were fully professional, responsible, diligent, and amicable. I enjoyed working with you. Moreover, despite our demanding schedule, you completed the work within the deadline, and within the budget! That accomplishment, added to the aesthetic sense you brought to the work, made the final results exceed my highest expectations.

I would welcome an opportunity to work with you again.

Cordially,

Thomas J. Karwin
Teleconference Coordinator

(408) 426-5981 121 Easterby Ave., Santa Cruz, CA 95060 Mail: P.O. Box 7600, Santa Cruz, CA 95061-7600

CAPP

The California Academic Partnership Program

The California State University • Office of the Chancellor • 400 Golden Shore, Long Beach, California 90802-4275 • (213) 590-5379

March 8, 1989

Also sent to:

H. Solis
M. Gomez
P. Wainwright
A. Pacheco
R. Castruita
G. Smith

Dr. Dennis J. Galligani
Assistant Vice Chancellor
Academic Affairs
University of California
435 Administration Building
Irvine, California 92717

Dear Dennis:

This is just a short note, on behalf of Debbie and the CAPP office, to express our sincere appreciation for your participation in the February Teleconference. All reports are that our combined efforts were well received by the viewers and that we fully satisfied the objectives established for the presentation. I hope that you enjoyed the experience as much as I did. In order to immortalize your contribution, copies of the two-hour session have been ordered and will be available to you upon request.

As you know, Tom Karwin will produce an edited version of the conference. The shortened edition will be available sometime in late March.

Thanking you once again for you invaluable contributions, I remain,

Cordially yours,

David

David H. Ost
Special Consultant

DHO:llp

0390C

R-2

Established and funded by the State of California (SB 813/AB 2398)

Public Schools, Grades 6-12/California Community Co California State University/University of California/Independent Colleges and Universities

The California Academic Partnership Program

The California State University • Office of the Chancellor • 400 Golden Shore, Long Beach, California 90802-4275 • (213) 590-5379

March 10, 1989

TO: Reception Site Hosts, CAPP Teleconference

FROM: CAPP Teleconference Coordinator Thomas J. Karwin

Dear Colleagues:

Thank you very much for participating in the CAPP teleconference, "Planning Your Partnership," on February 23, 1989. Eighty-five schools, colleges and universities throughout California registered as reception sites for this teleconference, and requested nearly 1,000 participant packets. We were all very pleased with this response.

We are still receiving participants' evaluation forms, and looking forward to studying their comments for reference in future teleconferences. If you have not yet sent us evaluation forms from participants at your site, please send them to me as soon as possible to the following address:

POST OFFICE BOX 7600
SANTA CRUZ, CA 95061

If you have questions or comments about the CAPP teleconference, please call me at (408) 426-2681, or write me at the above address. If you have questions or comments about the Request for Proposals for CAPP Planning Grants, please contact the CAPP office at the letterhead address.

Thank you again for your participation in the CAPP teleconference.

0393C

R-3

Established and funded by the State of California (SB 813/AB 2398)

Public Schools, Grades 6-12/California Community Colleges/California State University/University of California/Independent Colleges and Universities

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July 10, 1989

Dr. W. Ann Reynolds, Chancellor
Office of the Chancellor
400 Golden Shore
Long Beach, California 90802-4275

Re: Evaluation of the California Academic Partnership Program (CAPP)
Sacramento: California Postsecondary Education Commission, 1988

Dear Chancellor Reynolds:

Remember the message you video recorded for use in the CAPP Teleconference, "Planning Your Partnership," which was broadcast last February?

We know now that about 1000 educators around the state, representing all four education segments, attended the teleconference in 85 sites throughout the state. This event marked the first time we know of that an RFP workshop and a statewide program's dissemination effort were conducted in an interactive teleconference format.

Was it worth it? We've just completed reviewing the Planning Grant proposals which the teleconference helped to generate. The proposals were much stronger than those we have reviewed in the past.

- Far fewer had to be eliminated because they simply didn't address the key topics listed in the RFP.
- There was evidence that an intersegmental team had contributed to the development of the proposals. One proposal, which included CSU Humboldt and the Hupa Indian reservation schools, reported that eleven representatives of the project partner institutions attended the teleconference!
- Proposals were received from parts of the state which have not applied for CAPP funding in the past.

The
California
Academic
Partnership
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The California State University • Office of the Chancellor • 400 Golden Shore, Long Beach, California 90802-4275 • (213) 590-5379

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0393C

R-3

Established and funded by the State of California (SB 813/AB 2398)

Participants were invited to evaluate the teleconference, and I thought you might be interested in some of the findings:

- When comparing the teleconference to all previous RFP (Request for Proposal) workshops they had attended, 75% of the respondents found the teleconference to be more convenient and to provide better information than had previous workshops.
- 65% felt that the teleconference was a better use of their time than RFP workshops attended previously.
- 90% of those completing the evaluation indicated that they would attend another CAPP teleconference.

We learned a lot from conducting this teleconference. UC Santa Cruz's Thomas J. Karwin, who served as the teleconference coordinator, is currently completing a report on it and its outcomes. The CAPP office will distribute the report to each of the segments' central offices for their staffs' use in planning future teleconferences. Mr. Karwin is also preparing an article for a national publication, the Phi Delta Kappan, which will describe this unique approach to an RFP workshop and to disseminating information about a statewide program.

We believe that the teleconference met its objectives:

- to invite high-quality proposals for CAPP Planning Grants, particularly from areas in the state which had not already received CAPP grants;
- to inform California educators about CAPP; and
- to gain experience with teleconferencing techniques.

Thank you for contributing to the success of CAPP's teleconference, and for your continuing support. I think you'll agree that the program is improving with each passing year. The planning grants selected for funding in 1989-90 bode well for the future, thanks to you!

Sincerely,

Deborah Osen Hancock

Dr. Deborah Osen Hancock, Director
California Academic Partnership Program

cc: Ralph D. Mills
Dennis J. Galligani
Thomas J. Karwin

DOH/ms

The
California
Academic
Partnership
Program

The California State University • Office of the Chancellor • 400 Golden Shore, Long Beach, California 90802-4275 • (213) 590-5379

July 10, 1989

The Honorable Teresa P. Hughes
Assemblywoman, Forty-Seventh District
State Capitol
Sacramento, California 95814

Re: Evaluation of the California Academic Partnership Program (CAPP)
Sacramento: California Postsecondary Education Commission, 1988

Dear Assemblywoman Hughes:

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Established and funded by the State of California (SB 813/AB 2398)

Public Schools, Grades 6-12 / California Community Colleges / California State University / University of California / Independent Colleges and Universities

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Sincerely,

Deborah Osen Hancock

Dr. Deborah Osen Hancock, Director
California Academic Partnership Program

cc: Ralph D. Mills
Dennis J. Galligani
Thomas J. Karwin

DOH/ms

Appendix S: Respondents' Responses to Open-Ended Questions

1. **"Best parts of the *Planning Your Partnership* teleconference:"**
   - information and participant enthusiasm
   - concise and to the point
   - description of showcase models
   - timeliness and expertise of panel members
   - convenience, and allowed those attending to interact without disturbing the speakers
   - moderator
   - moderator at JC
   - 1st half—grant information
   - videos
   - listening to panelists
   - feedback process
   - showing concrete examples and evidence of results from showcase projects
   - good use of time—concise—good information
   - The information packet was excellent: clear; answered many questions; a big help.
   - handouts
   - Q's —A's
   - opportunity to meet w/others who see a critical need
   - availability without travel
   - presentations were generally clear and informative
   - knowledgeable panel
   - The teleconference is a great idea. I hope other agencies begin to use this technique.
   - nice chairs
   - Part 1: good information; Part 2: too disjointed
   - examples, advice
   - good viewing & hearing—better than the back of a large conference room
   - moved well; good variety of content; good mix of technical info & personal input
   - first half—answered my questions
   - examples & videos
   - calls-ins; showcase projects
   - convenient; good quality picture and sound
   - 1) handouts—to be followed by the guidelines of panelists 2) guidelines by the panelists
   - overview
   - overview on planning grant section & general description of CAPP w/ focus on specific projects that had been funded (1st part)

2. Parts of *Planning Your Partnership* that could have been better:"

- none
- need more "off the air" question/answer people
to deal with complications within issues
- the first part was slow and dull
- sexist and demeaning comments of CSU Bakersfield presenter
David _____ : "some secretary...mail application"
- more representatives from community colleges
and rural areas
- answers vague
- narrative describer talked too fast—couldn't get all info
2nd panel a bit disarticulated and too long
- panels—boring to be read to; 2nd group much better
- more interaction (should be longer?); should have started on time!
actual 2:15-4:30; listed time was 2:00-4:00; I had to leave at 4:00
- references are made to getting the kids excited—how?
Surely, they do more than fold paper.
- At our location (California State University, Fresno), apparently
no arrangements had been made for participation in the call-in
sessions.
- repeating information that was contained in handouts
was a waste of time
- 0
- answers to participant question
- less time on the obvious, e.g., narrative reading from info packet
- less repetitious calling in
- ...in offering information that was not previously available
- clearer locus of control presented on who generates proposals,
coordinates implementations; points from telescreens need to be
replicated in conference packets and pages noted for my follow-up.
I wasted time trying to take notes to capture many points on the
screen, but not in the packet—at least, I haven't found them yet.
- more dialogue (instead of briefing)
- I felt my most important questions were too simple to do within
the time restrictions of this teleconference.
- more time for questions about RFP
- 1st part—Hilda went too fast in a monotone
- 1st group didn't have clear answers to questions—unsure—
not confident in their own responses
- repetition in some areas which made the entire presentation
too long

- In order to have success with others we do not know, more time to submit a proposal would be very useful.
- slower speakers in the first part; copies of projects; more time for questions
- 1st half—your people gave weak statements (very unclear) to questions that stemmed from their statements about project writing
- need to work on visuals: could not read forms. Maps were terrible. What were they supposed to show?—no titles, no legend— What happened to color?
- unsure
- successful programs
- panel members often did not make connection between their program descriptions & the videos shown very clear—this was confusing

3. "Yes (would attend another CAPP teleconference) with these changes:"

- only if new information or instructions are forthcoming
- workshop more appropriate; planning grant time line too short
- all grant info first, then phone calls and showcase projects!
- someone present to supervise interaction and phone use.
- if exemplary programs were explained and televised in more detail
- more examples of previous projects
- generally an informative package
- closer to Los Angeles
- closer location!
- air conditioning
- broadcast participants offer information not included in the conference info packet
- have a knowledgeable person at each site to field or mediate questions
- have the "team" meet that is going to work together
- geographically closer—more participants

4. Marginal Comments

Reception/Viewing Facilities

- room too cold
- excellent set-up
- people asking questions by phone should term off TV sound. Echo.
- 45 minutes away [referring to "convenient—inconvenient"]
- 60 cycle hum & air conditioning sound very unpleasant
- 1 hr., 20 min. away

Call-in Sessions

- don't need a break, & rather have more calls
- waited on long distance and was never heard, because questions were stopped half way through. Our question wasn't answered via the teleconference.
- often time not to the point, unclear
- didn't call in

Information Packet

- [indicating "prefer to receive before teleconference"] especially since not enough information packets
- too much to wade through

First Half

- I read proposal (sic)—why read to me?
- too (fast moving)
- not here for most of this
- didn't attend
- ridiculous category [referring to "fast-moving—slow-moving"]
- too fast on some [referring to "fast-moving—slow-moving"]
- speakers talked too fast [referring to "fast-moving—slow-moving"]

Second Half

- absent, sorry
- call in—very repetitive
- confusion in 1 or 2 places when switching between the two programs
- did not stay for 2nd half
- didn't stay

Compare this workshop with others you've attended

- more time for calls—less presentation; actually less interactive than if we could have talked back and forth with someone in the same room with us

5-5

Tabulation of Survey Responses
CAPP Teleconference, February 23, 1989

																												BEST PARTS	PARTS THAT COULD HAVE BEEN BETTER	ATTEND ANOTHER?
Respondent	Reception/Viewing					Call-ins			Info		First Half				Second Half				General				?	Comparison				+	-	?
1-001	2	3	2	2	2	4	2	3	1	5	2	3	3	2	2	2	2	2	2	2	2	2	2	2	3	2	5			1
1-002	1	1	1	2	2	2	2	1	1	1	2	2	1	1	2	2	2	2	1	1	1	1	2	1	1	1	1	1	1	1
2-003	1	2	1	1	2	1	3	1	1	5	1	2	2	2	3	3	3	3	2	2	2	2	2					1	1	1
3-004	1	1	1	1	1	1	2	2	1	5	1	3	2	4	1	1	2	2	1	1	2	3	2	1	2	1	3			1
3-005	2	2	2	2	2		2	2	1	1	1								1				2	1	1	1	2			1
3-006	1	1	1	1	1	1	1		1	5	1	1	1	1	3	3	3	3	1	2	1	1	1	1						1
4-007	2	3	2	2	2			2	2	5	2	2	2	3	2	2	2	3	2	2	3	3	1	3	3	2	2			1
5-008	1	2	1	1	1	1	4	1	1			1	1	1									2							1
6-009	3	2	1	1	1	2	2	2	1	2	2	2	1	3	2	2	2	3	3	2	2	3	2	2	2	2	3	1	1	3
7-010	1	1	1	2	1			2	1	5	1	2	1	2									2							2
7-011	1	1	1	1	1				1	1	1	1	1	1	1	1	1	1	1	1	1	1	2							1
7-012	2	3	3	3	3			2	2	2	2	3	2	3									1	3	3	3	2			1
7-013	1	1	1	1	1		1		1	5	5	4	5	5	3	4	3	3	5	5	5	5	2						1	2
8-014	1	4	1	1	1	1	3	3	1	5	1	1	2	1	1	1	2	3	1	1	1	3	1	1	1	1	1	1	1	1
8-015	1	1	1	1	1					1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1		1
8-016	3	3	1	1	1	2	3	4	1	3	3	3	3	2	3	4	3	2	2	2	2	2	2					1	1	1
8-017	3	4	1	1	1	1	3	4	1	4	1	3	3	1	4	4	2	3	2	1	3	2	1	3	2	1	1	1	1	1
9-018	1	1	1	1	1	1	1	1	1	1	1	1	1	1	3	3	3	3	3	2	1	3	1	1	1	1	1			
10-019	2	2	2	2	2	3	2	2	1	1	1	1	1	1	3	2	4	4	1	1	1	2	2					1	1	1
11-020	1	1	1	1	1	2	1	3	1	5	5	3	2	1	3	3	3	3	1	3	3	3	1	5	5	3	5	1	1	1
11-021	5	1	1	1	1	1	1	1	1	1	2	2	2	1					2	2	2	2	2							1
11-022	1	1	1	1	1	1	1	1	1	1	1	2	2	1	1	1	1	1	2	2	1	2	2	1	1	1	1	1		1
11-023	1	1	1	1	1	2	4	2	2	4	1	1	1	1	2	1	1	1	1	1	1	1	2					1	1	1
12-024	2	3	2	2	2	2	2	2	2	3	2	2	2	2	2	2	3	2	2	2	2	2	2					1		1
12-025	3	3	3	3	2	2	2	3	1	5	2	2	2	2	4	2	4	4	3	3	2	3	1	1	1	1	3	1	1	1
13-026	1	1	1	1	1	5	5	1	1	5	3	3	2	4	1	1	1	3	2	3	2	3	1	1	3	2	4	1	1	1
14-027	1	1	1	1	1	3	3	3	1	1	2	3	3	3					2	2	2	3	1	2	2	2	2			1
15-028	1	1	1	1	1	5	5		1	5	1	3	2	4	4	4	4	3	5	4	4	4	1	3	4	4	4	1	1	1
16-029	1	2	1	1	1	4	2	2	2	5	2	2	2	2									2						1	
16-030	1	1	1	1	1	3	2	1	1	1	1	1	1	1					1	1	1	1	2							1
16-031	1	1	1	1	1	1	1	1	1	1	1	2	2	1	1	2	1	1	1	1	1	1	2							1
16-032	1	1	1	1	1	1	1	2	1	5	1	1	1	1					1	1	3	1	2							

Respondent	Reception/Viewing					Call-ins			Info		First Half				Second Half				General				?	Comparison				+	-	?
16-033	1	2	1	1	1	2	1	1	1	1	2	2	2	2	1	1	1	1	1	1	1	1	1	1	1	1	1	1		1
17-034	1	1	1	1	1	1	1	3	1	1	1	1	1	1	1	1	1	1	1	1	1	1	2							1
18-035	2	1	1	1	1	3	2	2	1	4	2	1	1	1	4	4	4	4	2	2	2	2	1	2	2	2	2			1
18-036	3	3	1	1	1			4	1	5	3	4	3	3					3	3	3	3	2					1		1
18-037	1	1	1	1	1	1	1	2	1	4	2	2	2	2	3	2	2	3	2	2	2	2	1	1	1	1	2	1	1	1
18-038	1	2	1	1	1	3	3	4	2	2	2	3	3	4	3	3	3	3	2	3	3	4	1	1	2	3	3	1	1	1
18-039	1	1	1	1	1	2	2	2	2	5	2	2	2	2	3	3	3	4	2	3	2	3	1	1	3	3	2	1	1	1
18-040	1	1	1	1	1		1	2	1	5					2	3	2	4	2	2	2	4	2					1	1	1
18-041	1	2	1	1	1	3	3	3	1	5	2	2	2	3	1	1	1		1	1	1	1	1	2	1	1	2	1		1
18-042	1	1	1	1	1	1	1	1	1	5	1	1	1	1	3	3	3	3	2	2	2	2	2							1
19-043	1	1	2	2	2			2	1	2	2	2	2	4					2	3	2	3	1	1	2	2	4			2
19-044	3	1	1	1	1				1	2	1	1	1	1					1	1	1	1	1	5	1	1	2			1
19-045	4	4	1	1	1				1	1													1	4	3	3	3		1	
19-046	1	5	1	1	1	1			1	1	1	1	1	1									1	1	1	1	1			1
19-047	1	1	1	1	1	1			1	1	1	1	1	1					1	1	1	1	2							1
20-048	1	1	1	1	1					1	2	2	2	2					2	2	2	2	2						1	1
20-049	1	1	1	1	1				1	1	1	1	1	1	3	3	3	3	1	1	1	1	2					1		1
20-050	1	1	1	1	1					2	2	3	1						3	2	1		2					1	1	2
20-051	1	1	1	1	1	5	5	1	1	5	1	1	1	1					1	1	1	1	1	1	1	1	1			1
20-052	1	2	1	1	1				2	2	1	3	1	1	3	3	3	3	2	2	2	2	1	2	2	2	3	1		1
20-053	1	3	1	1	1				1	4	2	3	3	5	3	2	3	2	2	2	2	3	1	1	1	2	2			1
20-054	3	4	2	2	2	3	5	3	3	3	2	2	4	2	2	2	3	4	2	3	4	4	2							
20-055	1					1			1		5	5	3	5									2							
20-056	1	1	2	2	2	2	2	5	1	5	2	2	3	3	5	2	3	4	2	4	3	3	2							1
20-057	1	2	2	2	2	1	1	1	2	2	2	2		1	2	2	2	2	2	2	2	2	2					1		1
20-058	4	1	1	1	1	1	5	2	1	5	1	1	1	2	1	1	1	3	1	1	1	2	1	4	3	2	3		1	1
20-059	1	1	1	1	1	2	3	2	1	4	2	2	2	2	2	2	2	2	2	2	2	2	1	1	2	3	2	1	1	1
20-060	1	1	1	1	1	1	1	1	1	1	1	1	2	1	2	1	1	1	1	1	1	1	2						1	1
21-061	1	1	1	1	1	5		1	1	1	1	1	1	1	1	1	1	2	1	1	1	2	2					1		1
21-062	1	1		1	1	1	1	1	2	2	1	1	1	1	2	1	2	1	1	1	1	1	1	1	1	1	3	1		1
21-063	1	2	2	2	2	5		1	2	4					2	2	2	2	2	2	2	2	2							1
22-064	1	1	1	1	1	1	3	3	2	2	2	2	3	2	1	1	2	1	1	1	2	2	2					1	1	
22-065	1	1	1	1	1			2	2	5	1	1	2	1	2	2	2	2	1	1	2	2	2						1	1
22-066	1	1	1	1	1	2	4	4	2	2	2	1	3	3	3	2	3	3	2	3	3	3	1	1	2	3	3	1	1	1
22-067	2	1	1	1	1	1	1	4	3	4	1	1	2	1	2	1	1	2	2	2	2	2	2					1	1	1

Respondent	Reception/Viewing					Call-ins			Info		First Half				Second Half				General				?	Comparison				+	-	?
22-068	2	1	1	1	1	1	1	5	1	2	3	3	4	3									1	2	3	3	3		1	1
23-069	1	1	1	1	1	3	3	1	1	5	3	3	2	3	3	3	4	3	3	3	3	5	2					1	1	
23-070	1	1	1	1	1		2	2	1	1	1	1	3						1	1	1	1	2					1	1	1
23-071	1	1	1	1	1		2	2	1	3	3	3	3	3		2				2				3	3	3	4			
23-072	1	1	1	1	1				1	1	1	1	1	1	3				2	2	2	2	2					1	1	1
23-073	1	1	2	2	5	1	2	1	1	3	1	2	1	2	2	2	2	2	2	2	2	2	2							1
24-074	4								2	5	2	3	3	3	2	2	2	2	3	3	3	3	1	4	4	2	2			1
24-075	1	1	1	1	1	1	1	1	1	1	1	2	2	1	3	3	4	2	2	3	3	2	2							2
24-076	3	1	3	2	4	2	1	1	1	2	1	2	1	3	4	3	5	4	3	3	3	3	2	2	3	2	2	1	1	2
24-077	3	2	4	3	5				2	2	4	4	4	4	4	4	4	4	4	4	4	4	2							2

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